MINNEAPOLIS PUBLIC SCHOOLS

SUGGESTIVE

COURSE

OF

STUDY

FOR

RETARDED CHILDREN.

1924.

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SPECIAL DAY SCHOOLS

SUGGESTIVE COURSE OF STUDY FOR

RETARDED CHILDREN.

FOREWORD

Special Day Schools of this type are organized to meet the needs of pupils unable for whatsoever reason to make normal progress in the regular grades.

Plan of Organization

A. A Special Class in every Elementary school.
B. Special Classes in different sections of the city for older pupils.
   a. Boys - Academic and Industrial.
   b. Girls - (Academic and Industrial)
      Academic and Cafeteria

The plan as outlined above has not fully materialized. We are working toward it.

General Aims:

1. Afford opportunity for study of problem children.
2. Guide toward some occupation.
3. Education of the public in general - Parents and guardians in particular.
4. Obtain co-operation in the homes.

Classification

Primary	Mental Age	5 yrs.	to	8 yrs.	
Intermediate	" "	8 "		" 10 "	
Advanced	" "	10 "		" 12 "	

Individual differences in children are always considered in making classification therefore it is not always possible to follow the above suggestive classification.

Plan of Selection

A. Recommendations for testing made by:
   a. Principals and Teachers
   b. Visiting teachers
   c. School Physician
   d. Nurses
   e. Social Agencies
B. Preliminary Data
   a. Family History
   b. School Record
   c. Early Childhood History
   d. Physical Record
   e. Mental Tests Group Tests - sifting
      Individual - Binet

See page 2.

FOREWORD CON'T.

C. Types
   a. Remedial Cases
   b. Borderline Cases
   c. Retarded
      - Foreign born
      - Children of foreign parentage
      - Overage
      - Physical defects
      - Disease
      - Congenital
   d. Behavior problems referred to Child Guidance Clinic.

OBJECTIVES:

A. To promote happiness by proper school adjustment.

B. To observe and study the individual child.

C. To determine possibilities for mental and physical development.

D. To increase the efficiency of the whole school system by removing the misfit child.

E. To meet individual needs in a differentiated Course of Study.

F. To safeguard the child and society so far as possible.

G. To co-operate with parents, teachers and all Social Agencies dealing with children.

In preparing the following Course of Study, the teachers have ever had in mind the fact that the results of their labor should always be considered in the way of suggestion - that individuals need individual treatment.

SUGGESTIONS:

1. The course should always begin where the child is.
2. Adapt course to child's ability.
3. Consider utility of subject matter to the child.

Avoid:

1. The abstract
2. Complex problems not likely to figure in child's experience.
3. Failures

Emphasize:

1. Class spirit
2. Praise of effort - Psychology of Success
3. Habit of Formation
4. The Concrete
5. The Practical
6. Projects
7. Industrial Processes

SUGGESTIONS FOR OPENING EXERCISES

Objective: The touchstone of the whole day and the bridge between the chaotic home and the cheerful school. We aim to secure a right condition, physically and a right attitude mentally, for the day's work. We hope to begin and end our day with everybody happy and find music a great help in this. Therefore we open and close our daily program with songs.

I. Music. Use any musical instrument.
   1. Songs
      a. Patriotic
      b. Seasonal
      c. Nature
      d. Holiday
      e. Popular
   a. Teach new songs by rote.

II. Good Citizenship
   1. Flag Salute
   2. National songs
   3. Rights of others
   4. Safety
   5. Curfew
   6. Compulsory Education Law
   7. Child Labor Law
   8. Kindness to people and animals
   9. First aid in case of accidents
   10. How to call an ambulance
   11. How to turn in a fire alarm
   12. Fairness - a square deal to all

III. Health habits - Correlate with academic work.
   1. Cleanliness - daily inspection. Much praise given to the clean children.
      a. Baths
      b. Hands
      c. Hair
      d. Teeth
      e. Clothing
   2. Food
   3. Fresh Air
   4. Sleep
   5. Posture
   6. Recreation

IV. Dramatization
   1. Stories from Readers, Histories, etc.
   2. Health lessons
   3. How to use the telephone
   4. How to make an introduction
   5. How to direct strangers to a given address
   6. How to ask another for directions to a given place
   7. Conversations showing life situations
   8. Manners
      a. How to hand and receive articles (book, banner)
      b. How to pass a person
      c. How to act when an older person enters the room
      d. How and when a boy should touch his cap

Opening Exercises Con't.

V. Observation
Use as a game. First time ask different pupils to tell what they saw on their way to school. Another time it may be used as a race to see who has seen the most of a given thing - as signboards - boys doing kind deeds, etc.

VI. Nature Study
1. Weather observations
2. Birds
3. Flowers
4. Gardens

VII. Library Books. Use a period frequently to read to children. Have books of different kinds for them to look at to arouse interest. Children who have cards may explain how they got their cards and how they find desired books.

VIII. Desirable Work and How to Apply for It. Teachers and children bring adds cut from newspapers asking for boys and girls. Teacher may take part of employer and have children come to her to ask for work. Later a pupil may take this place.

IX. Current Events. Have children select clippings to read.

X. Poems. Memory Work.

XI. Select one or more of previous day's best lessons (oral or written) to be given at opening exercises.

BIBLIOGRAPHY

Music
Churchill Grindell Books, I?II,III,IV, & V.
Nature Lyrics - Schneider
Songs of Happiness - Bailey
The Song Primer - Alys E.Bentley
Songs for Little Children - Eleanor Smith
Mother Goose Songs for Little Folks - Ethel Crowninshields
Finger Plays - Emilie Paulson
Songs of the Child World - Riley & Gaynor (I & II)
Citizenship
Every Day Civics - Finch
Health
Posters from National Child Welfare Association, New York
Pamphlets from Hennepin County T.B.Association
Health Training in Schools - Theresa Dansdill
Nature Study
Handbook of Nature Study - Comstock
Bird and Flower Guids - Read
Our Native Trees - Keeler
Insect Book - Howard
Butterfly Book - Holland
Nature Magazine - American Nature Association, 1214 16th St.Washington, D.C.
Current Events
Adapted from Daily Papers. Current Events Magazine. Literary Digest, etc. Pathe Weekly.

See page 3.

BIBLIOGRAPHY (Con't)

Poems

Graded Poetry - Charles E.Merrill Co.,N.Y.
Robert Louis Stevenson
Eugene Field
James W.Riley
Selected poems from all poets

Books to be read to children, selected from any lists of public library according to grades.

SENSE TRAINING

Objective: These games not only develop co-ordination and attention, but also manners, morals, self control, altruism, patience, and many more desirable qualities.---Dr.H.H.Goddard. (Quoted from introduction in Hilda A.Wrightson's "Games and Exercises for Mental Defectives.")

I. Vision:
1. Hide the thimble or any object.
2. Number of objects covered on disk - lift cover and let all pass in line around desk and back to seats and then name all remembered objects - can be harder by increasing number and variety of objects.
3. Follow the leader.
4. Child No.1 is blind folded, No.2 is sent quickly from the room. No.1 names the missing child.
5. Disks of primary color, 12" in diameter placed on the floor. 1" disks given to children. Form 2 lines and race, placing small disks on corresponding large ones.

II. Hearing:
1. Magic Music. Play loud or soft while hunting an object.
2. Montessori Silence Game.
3. "Simon Says, "Stoop". Same as Simon says,"Thumbs Up."
4. Telephone. One sits with back toward other children, someone says, "Hello, John" and he answers, "Hello Charles," (reconition of voices.)
5. Going to Jerusalem. Find chair when music stops.
6. The Dog and the Bone. Child sits blindfolded with bone on the floor near him. One at a time from various parts of the room try to get the bone without the dog hearing them. As soon as he hears a sound, he barks and someone else tries. The same child is "dog" until another succeeds in getting his bone.
7. Music Game. Two or more children outside the door. One sings, others guess voice.
8. Tapping Game. One child at front of room blindfolded. Teacher passes an object to a child who taps a given number of times on his desk and then hides object and the other guesses who tapped by sound location.
9. Rhythm. One is chosen to tap any time he pleases and the others take turns guessing what song is.
10. Tap empty and full glass vessels and have blindfolded person tell which is empty and which is full.
11. Have several children hide musical instruments. Have children guess names from sound. Victrola may be used in this way.

III. Smell - for recognizing foods, medicines, flowers, flavorings, burning, scorching, fruits, vegetables, stain, varnish, turpentine, gas, kerosene. Bottles may be prepared in pairs. Then arrangement may be changed and the child may pair them by smell.

IV. Taste - Sweet, sour, bitter, salt. Make a sirup, add salt or vinegar and work for fine discrimination. Boxes of spices, etc. may be paired by taste.

V. (Touch Tactile feeling)
1. Magic bag, objects in bag to be recognized by feeling only.
2. Coins - used similarly
3. Textiles - recognize silk, wool,velvet,cotton, linen by feeling.

Sense Training Con't:

V. Tactile (Con't.)

4. Fruits and vegetables
5. Glass, wood, rubber, cloth, paper, metal, leather, etc. Blindfold and call each from feeling.

6. Temperatures. Ice Water, water of different temperatures, radiators.

BIBLIOGRAPHY

The Boston Way	The Rumford Press, Bancroft
Games & Exercises for Mental Defectives	Hilda Wrightson
150 Gymnastic Games	G.A.Ellis
Games, Seat Work & Sense Training	Holton & Kimball
400 Games for School & Playground	Ethel Acker
Social Plays & Games	U.S.Gov't Bulletin.

PHYSICAL EDUCATION

OBJECTIVES:

1. Promotion of Normal Growth and Organic Developement.

2. Formation of Good Habits.

   Obedience - Teacher - Leader
   Self sacrifice
   Cooperation
   Friendliness
   Loyalty
   Patriotism
   Fairness
   Sportsmanship

3. Developement of Personal Traits

   Self Confidence
   Self Control
   Mental and Moral Poise
   Decisivness
   Initiative

The teachers who worked on this outline realize that the third objective is difficult of attainment for subnormal children. No teacher should be unduly discouraged if not attained

I. Formal Exercises.

In formal gymnastics it will probably be found best to follow the regular course of study used in the school system. Two lessons typical of Minneapolis follow:

1st Lesson

1. (a) Marching
   1. Marking time
   2. Forward march (square corners)
   (b) Work for Good Posture
2. Hands on shoulders.....Place!
   Arms sideways.....Stretch! (Palms down)
   Arms bend.....Begin! Class Halt! Hands down!
3. Hands on Hips.....Place!
   Head backward.....Bend! Head.....Raise!
4. Arms raising sideways with heel raising....One! Two!
5. Running in place- ready - go! Class.....Halt!

2nd Lesson

1. Marching
   (a) Review marking time and Forward March.
   (b) Right and Left facing.
2. Arms raising sideways with deep breathing/ One! Two!
   Head drawn back, chest raised as inhilation occurs.
3. Hands on hips.....Place!

See page 2.

2nd Lesson con't: 3 con't.

3. Heels raise! Count (1)
   Knees bend! " (2)
   Knees stretch " (3)
   Heels sink " (4)
   Even rhythm. Class..Halt! Hands sown.
4. Handson Hips.....place! Trunk sideways....left..Bend!
   Trunk-Raise! repeat to right.
5. Hands on hips.....Place!
   Heels raise...Jumping lightly on toes...16 counts..Go!
   Position.
6. Deep breathing

II. Motor Control

1. Without motion the elements shich go to form new tissues can never be brought to perform their function.
   (a) Leg Movement
       Walk a chalk line....different designs.
   (b) Ladder- Stepping on each round.
       " in " "
   (c) Skipping spaces
       Walk inside, then around.
   (d) Lifting Knees.
       Stepping in boxes. Do not touch sides.
       Step upon box
       " over " (if small enough)
       Up and down stairs.
2. Balancing
   (a) Carry basin or cup of water.
   (b) Errands.
3. Arm, wrist and Hand Movements.
   (a) Wand drills - broom handles.
   (b) Bean Porridge Hot - (game)
   (c) Slapping Hands " children stand in circle, holding out hands-child in center tries to slap their hand with a disc of card board.
   (d) Throwing ball, bean bags, (etc.)
   (e) Raising Arms-pass something over head from front to back, and Viceversa.
   (f) Medicine Ball..children stand in a row..pass ball over heads.
4. Pulling.
   Rings - Wands - pull against each other.
   Game - Tug of War.
   " - Bull in the Ring.
   Elastic Tape.
   Pulling cork out of Bottle.
5. Wringing, twisting, spinning and twirling motion.
   (a) Wring clothes out of water.
   (b) Take off cover from mason jar.
   (c) Pick up things from floor.
   (d) Dictate the use of hands.
6. Cutting Motion.
   (a) Paper Cutting
   (b) Rag " See page 3.

III. Playful Recreational Activities.

1. School Room Games - Primary Grades

Cat and Mice	Drop the Handkerchief
Hide the Thimble	I say "Stoop"
Crossing the Brook	Horns Up
Pussy Wants a Corner	School Room Tag
Pitch Bowl	Tag the Wall Relay
Hang Man	Corner Spry
Captain, May I	Exchange
Desk Tag	Animal Blind Man's Buff
Wee Blogma Man	Arch Ball
Center Catch Ball	Guess Who
Frog in the Middle	Slap Catch
The Lost Child	Catch Cane
Bean Bag Board	Thimble Ring

2. School Room Games - Intermediate

Japanese Crab Game	Scamp
Buzz	Desk Relay
Blackboard Relay	Jumping Relay Races
Going to Jerusalem	Old Woman from the Wood
Scat	Black and White
Baste the Bear	Keep Moving
Stone	Slipper Slap
Last Man	Pitch Bowl

3. Play Ground Games - Primary Grades

Slap Jack	Jacob and Ruth
Jack Be Nimble	Puss in the Circle
Kitty White	Circle Ball
Ring Master	Wind and Flowers
Snail	Water Sprite
Squirrel in the Tree	Have you seen my Sheep
Charley over the Water	Hopping Relay Race
Do This, Do That	Bean Bag Box

4. Play Ground Games - Intermediate

Fire on the Mountain	Last Couple Out
Fox and Geese	Partner Tag
French Tag	Oyster Shell
Third Slap	Poisen
Triple Change	Pincho
Over and Under Relay	Call Ball
Ball Puss	Dodge Ball
Bear in the Pit	Follow the Leader
Beach Tom	Lame Fox
Circle Dodge Ball	Stoop Tag
Hound and Rabbit	Crackabout
Passing Race	Home Tag
Ball Stand	High Windows
Every Man in his own Den	

5. Ball Games

Hit or Miss	Puss Ball	Circle Tag Ball	Clap Ball
Arch Ball	Guess Ball	Stride Ball	

See page 4.

6. Circle Games

Drop the Handkerchief
Hen Slap Jack
Cat and Rat
See Saw
Swing Game
Parcel Post
Guessing Games
Hunt the Key
Button, Button, Who has the Button?
Quiet Guessing Game
Hide the Thimble
Children in the Seat
Cuckoo
Bell Game
Who Art Thou?
Blind Man
French Blind Man's Buff
Have you seen my Sheep?

7. Seat Games

Jerusalem
Seat Race
Tenpins
Basket Game
Simon Says
Cross and Recross
Skewer Game
Jack in the Box

8. Races

Relay
Chariot

9. Tag Games

Hand Tag
Double Tag
Shadow Tag
Squat Tag
Token Tag
Boston Tag
Three Deep

IV. Folk Dances and Singing Games

Kinderpolka
Danish Dance of Greeting
A Hunting we will go
The Wonder Ball
Shoe Makers Dance
Baa Baa Black Sheep
Hickory Dickory Dock
Round and Round the Village
Mulberry Bush
Norwegian Mountain March
Diddle Diddle Dumpling
Did you ever see a Lassie?
Itisket, Itasket
Farmer in the Dell
Looby Loo
London Bridge
Muffin Man
Carrousel
I See You

See page 5.

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Minneapolis Public School Gymnastic Outlines

A Manual of Physical Education for Elementary Grades
Public School, Hartford, Conn.

The Boston Way - Rumford Press, Concord, N.H.

Games for Play Ground, Home, School and Gymnasium
Jessie H. Bancroft

Games and Exercises for Mental Defectives - H.G. Wrigtison

150 Gymnasium Games - G.A. Ellis

Community Service, 1 Madison Ave., New York City. (Will furnish a wealth of material on application)

Folk Dances - C.W. Crampton - Publisher - Barnes

Popular Folk Dances - Marie Hofer - Publisher - Flanagan

Popular Folk Dances and Singing Games - E. Burchenal
Publisher - Schirmer.

READING - PRIMARY

I Status of Reading in the Special Class:
Reading is the fundamental subject of any child's education. It is without doubt the most vital subject of the Special Class and requires more effort on the part of both teacher and pupils than the industrial or any other subjects.

The reading program must be broad enough to include the highest grade of intelligence and elementary enough to give some help to every child. An attempt should be made to teach every child whose mental age is at least five years to read a little. Parents are better satisfied to allow their children to remain in the Special Class if this is done. Then, too, one can never be quite certain how much mentality the most unpromising child may turn out to possess.

II. Steps in Learning to Read (Gray El. Sch. Jr.)
The course of reading instruction may be divided into four stages or periods though the process of learning to read is a gradual development presenting no sharp or marked divisions:

These stages:
1. Initial period in attaching meaning to printed words. (first grade)
2. The development of the fundamental habits and associations involved in fluent oral reading - second and third grades.
3. The broadening of experience through extensive silent reading. (fourth, fifth, sixth grades).
4. The independent application of reading ability.

In any Special Class progress will be less regular therefore there will be need for continuation of each step into the next. Each stage will mark the maximum of some child's final attainment and it is well to recognize each child's limitations. All children in Special will attain (1) initial period, etc. a larger number (2) and (3) a very small number.

The Special Class child becomes heedless because he has not mastered the fundamentals of reading. An inferiority complex develops. Therefore it is necessary that great thoroughness be exercised in laying a foundation for the reading skills without sacrificing interest and enjoyment of new experience.

III. Subject Matter
The consensus of opinion among Special Class teachers is that a book other than the basic reader is best because the basic reader has been tried in the regular grades and is not new to the pupils.

The reading material must be easy enough to come within the child's immediate experience, knowledge and skills. It must meet a felt want, and should be chosen by the teacher for a well defined purpose.

It must have vital interest, life action, experience.
It must be suited to the age and physical conditions.
It must be suited to the ability of the class and the individual child.
It must be suited to the purpose for which it is being used.

Objectives:
1. Mastery of mechanics.
2. Thought getting from the printed page with a reasonable degree of rapidity.
3. Pleasure to self and others.
4. Development of a taste for good reading.

(See page 2)

IV. Aids to reading:

1. Phonic work
   a. Initial consonants
   b. Long and short vowels
   c. Phonograms
   d. Blinds
   e. Pictures
   f. Word building
2. Divices for word study
   a. Meaning of word (Teacher defines word, child finds the work. e.g. Teacher asks, "What word means to be fair and true?")
   b. Blackboard drill.
   c. Word building with letters
   d. Make alphabet books.
   e. Make individual word books.
   f. Matching words.
   g. Printing press
   H. Drills and games with cards.
   i. Observation lessons.
3. Preparation of reading lessons.
   a. Follow manuals for reader used.
   b. Other suggestions:
      (1) Copying words.
      (2) Building words from letters.
      (3) Silent reading.
         (a) Find and write names of things given in the lesson.
         (b) Find and write names of characters in lesson.
         (c) Find and write phrases in the lesson.
         (d) Find answers to questions which may be placed on board.
         (e) Children write questions based on reading lessons.
         (f) Flash cards.
         (g) Suggestions in Minneapolis Educational Bulletin for April and May 1923, and Dr. Horn's pamphlet on silent reading flash cards are very valuable.
4. Other means of gaining reading ability..
   a. Words about the room
   b. Toy store
   c. Silhouette with words.
   d. Sign boards.
   e. Newspapers.

V. Basic Readers.

1. Winston's Primer and Companion Primer.
2. Winston's First Reader.
3. Progressive Road to Reading, Books I, II & III.
4. Story Hour Readers I, II & III.
5. Elson Reader I, II & III.

There are many supplementary readers which may very profitably be used.

SPELLING - PRIMARY

Drill on words they will use. Use Suzzalo's Speller. We urge that teachers follow Suzzalo's suggestions for the teaching of spelling. Have work in dictation and phonetic spelling.

VI. Recent Investigations:

Reading is a complicated process. It has not been understood as clearly as is now possible when one considers the increasing body of scientific information that is becoming available in this field. Studies of vocabulary, eye movements, reading difficulties, methods and mater-

ials are being published in large numbers. It is now conceded by the best authorities that reading is not a general ability in itself but rather that it is a mass of more or less complex abilities each of which must be developed through careful training.

Physical defects are so numerous among Special Class pupils that it is well for the teacher to give attention to some of the following phases of the reading process.

1. Physical aspects of reading.

A. Eye movements:

During the process of reading the eye moves across the line in a series of jerks or waves more or less rhythmical. Reading takes place only at the pause or fixation of the eye. Poor readers pause more often than good readers. Good readers have a tendence to group words in phrases.

The development of proper habits of eye movements is an important phase of reading instruction. There is less eye strain when the eye has acquired a habit of regular uniform sweeps across the page with few fixations per line (Klapper). Pleasing oral and effective silent reading are both dependent upon this habit.

B. Eye Span:

The amount of matter seen at one fixation varies according to -

(1) The type of reading - Difficult reading matter requires more fixations than easy material.

(2) The reader's experience - the Special Class child has little to help him here because of his natural limitations. With the normal child, when the eye catches the beginning of an expression, the mind contributes more than the eye is able to grasp in one sweep and thus arrives at the thought of a sentence before the eye has traversed its entire length.

(3) The structure of the eye.

The eye can see relatively little at one fixation. Only a few letters come within the direct vision, the adjoining letters become less and less clear as the distance from the fixation point increases. The perceptual span can be widened by exercises so as to grasp several words in a single fixation. Short exposure of phrases and sentences of gradually increasing length is the usual mode of procedure. "Children should be directed to practice reading by phrases, whenever they read, and to endeavor to shorten the time in sweeping across the phrase." Interest may be aroused by having pupils glance at the beginning of a paragraph and immediately looking up tell what they saw." --O'Brien's Silent Reading.

C. Inner speech, vocalization.

The reader who feels or hears himself pronouncing the words to himself is practicing what is known as inner speech. Our educationalleaders agree that the habit is detrimental to speed and should be inhibited. Exercises requiring the pupil to reading and follow directions by some simple action are very effective helps. In exercises of this type the activity gives the child some outlet for his motor response other than lip movement.

The exposure should be so short that the phrase is taken in at one glance, not giving the pupil time to vocalize.

Primary Reading (Cont'd)

2. Rate and Comprehension.
Rate and comprehension are related in such a way that on the average fast readers comprehend better than slow readers. This does not mean that a given individual comprehends better the faster he reads. It means that of two individuals one of whom has a natural or habitual rate higher than that of the other, the faster reader will probably read more understandingly. It also means that if the same person can raise his rate of habitual reading, he will probably improve his comprehension.
--Buckingham, O'Brien's Silent Reading.

The rate of reading can be increased without lessening comprehension. The setting up of habits of rapid reading does not necessarily increase the accuracy of comprehension. To secure marked improvement in accuracy of comprehension, special stress must be placed upon training specifically to secure that effect. Improvement in comprehension, as measured by the number of questions cofrectly answered, results from training in rapid silent reading. The marked gain in thenumber of questions correctly answered demonstrates the persistence of the improvement inreading rate in a changed situation involving a different mental attitude, i.e. - in careful reading and in reading to answer written questions.
--O'Brien - Silent Reading.

3. Types of reading in relation to speed.
Gray has shown us that rate of reading for poetry is different from that of prose. Easy, simple, interesting factual material are good for developing rapid reading habits. Materials that involve study, appreciation, reflection, comparison, reasoning, and drawing logical conclusions, are not suitable for speed reading.

VII. Standardized Reading Tests.
Tests which are now available for measuring silent and oral reading have a place in the Special Class program. They show the progress being made. Their results enable the Special teacher to compare her class achievement with standards for the regular grades; aid her in classification of her pupils and show the pupil his gain. If a pupil is making no progress they may help to find the cause.

Among the available tests are:

Oral: Gray, Oral Reading Tests.

Silent: Courtis - Silent Reading Test.
Haggerty - Reading Examinations.
Thorndike McCall - ReadingScale.
Burgess - Scale for Measuring Ability in Silent Reading.
Monroe - SilentReading.
Gray - Silent Reading
and many others.

VIII. Informal Tests
Short informal tests composed by the teacher tend to make pupils more alert readers. They may be of the Yes - No type or the True-False or may require a few words to each answer. They are brief, easily checked, require a minimum of time and show both pupil and teacher what has been gained from the lesson tested.

Primary Reading (Cont'd)

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6. Germaine & Germaine - Silent Reading.
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10. Stone, Clarence - Silent and Oral Reading.
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NUMBERS - PRIMARY

OBJECTIVES

1. To meet the individual needs in developing a number sense and a knowledge of the four fundamental processes.
2. To enable the pupils, insofar as possible to meet the number needs and problems of every day life.
3. Use of concrete materials.

I. Teaching Suggestions.
1. All work in first three grades should be based upon the child's immediate interests.
   a. Home interests and activities.
   b. School
   c. Life in the immediate community.
2. Child should be considered as an individual social unit.
3. Problems should come within the mental grasp and within the experiences of the child.
   The experiences and applications may include:
   a. Purchasing articles at store
   b. Earnings and savings.
   c. Cost of clothing
   d. Family budget
   e. Cost of recreation
   f. Measurements about the house and garden.
   g. Upkeep of automobile
   h. Telephone bills - street car fares, etc.
   i. Games at school
   j. Cost of lunches - school room supplies.
4. Formation of habits of thrift and careful expenditure of money
5. Greater part of primary numbers should be oral.
6. Begin with pictorial and illustrative and gradually lead to written work.
7. Train the child's perceptive powers by comparison and contrast of form, size, color, weight, quantity, etc.

II. Outline of Work to be Attempted in the Lower Group.
1. Visualization.
   a. Lay out kindergarten materials like blocks, pegs, and parquetry papers to bring out ones, twos, threes, etc.
   b. Sort these materials as to size, shape, color, length, etc.
2. Counting.
   By 1's, 2's, 3's, 5's, 10's, to 100.
   Most of the counting would be done in connection with gathering and passing materials, keeping scores in games and other records.
3. Reading and writing numbers to 100.
4. Grouping.
   Use concrete materials over and over again. Have the children make up problems using these groupings. Then give them the abstract form.
5. Number facts, four fundamental processes.
   a. Subtraction facts should be derived from the corresponding addition facts. New number facts should be developed by concrete materials. To make drill interesting, use various beam bag, ring toss, blackboard relay, and flash card games.
   b. Multiplication. Tables through 12's. Multiplication of one figure, of numbers up to 100.

(see page 2)

c. Division. Division facts from 20 to 72, at first hand in hand with multiplication, then as simple short division.

d. Measures.
Telling time
Reading Calendar
Linear measure: inch, foot, yard.
Liquid measure: pint, quart, gallon
Dry measure; quart, peck, bushel.
United States money.

6. Construction
a. Exercises based on foldings and cutting to the crease, like: box, borders, chains, envelopes and furniture.
b. Exercises using the ruler for measure. Lines, squares, rectangles, circles. Make badges, prepare weaving mats, score cards, boxes of a certain size when finished, clock dials, etc. Manual Training, Sewing, Basketry, Rug Weaving.

7. Projects.
a. Booklet Making
1. Spelling books.
No. of pages required
Size of pages
Size of cover
2. Year books
3. Booklets on time telling.
4. Multiplication booklets
5. Problem books.
b. The Store.
Have the children bring empty cans, cartons and wrappers from groceries. Arrange on shelves for a store. Have the child who is quickest and most accurate in his combinations have the honor of being storekeeper. He adds accounts and makes change using toy money. Real problems arise when he is told to spend a certain amount only and to the very best advantage. Have someone buy all in the store that is used in keeping clean, all mother uses in baking, all breakfast foods, etc. They might make out bills, keep watch for market price changes, from newspaper clippings, decide where it is best to buy.
c. Keep record of their savings and earnings.
d. Work out problems like:-
(a) How much did my parents spend to clothe me this year?
(b) What does father spend for gasolene and car repairs each month?
(c) How many street car coins do we use in our room in a month?
(d) How much is spent for groceries for noon lunches each month?
(e) What did we take in for articles sold in our department this month?
e. Cost of lunches
f. Garment making

(see page 3)

Primary Numbers (Cont'd)

BIBLIOGRAPHY

1. "First Journeys In Numberland" - Harris.
2. "How to Teach Arithmetic" - Brown and Coffman.
3. "Number by Development" by Gray.
4. "Education by Plays and Games" - Johnson.
5. "Teaching of Arithmetic" - Klapper.
6. "How to Teach Primary Arithmetic" - Stone.
7. "Teaching of Primary Arithmetic" by Suzzallo.
8. "Arithmetic for Grade One" by Speer.
9. "Games, Seatwork and Sense Training" - Holton and Kimball.
10. "Educative Seatwork" - Edward Horst.
11. "Suggestions for Seatwork" - Marian George.
12. "Educational Seatwork" - Plymouth Press
    7850-56 Lowe Ave., Chicago, Ill.
    Excellent in many lines besides numberwork,
    especially in silent reading.

PRIMARY LANGUAGE

OBJECTIVES:

1. Increase in vocabulary
2. Correct expression
3. Enlargment of thought

Emphasis on Oral Expression

First Year:
Methods and Suggestions:

1. Conversational lessons
   a. Home activities
   b. School activities
      Play ground
      School room
   c. Community activities
   d. Nature lessons
   In all this, work for sentence control.
2. Stories
   a. Told for children's enjoyment
      Refer to bibliography for some stories
   b. Told for children's reproduction
      (1) Stories from readers
      (2) Other short stories
   c. For dramatization
      (1) Stories from readers
      (2) Any of above stories
3. Poems
   a. Rhymes and Jingles
      Memorize and dramatize
   b. Poems
      (1) For memorizing
      (2) For pleasure
4. Pictures
5. Games

Second Year:

1. Follow suggestions for First Year
2. Written work
   (1) Capitalization
   (2) Sentence structure
   (3) Margins and indentation

Third Year:

1. Writing of longer stories consisting of one paragraph
   (1) Punctuation emphasized as in first and second grades
   (2) Learn use of comma, and other punctuation marks
   (3) Write letters and address envelopes

PROJECTS:

1. Sand Table project
2. Booklets
3. Cutting Stories
4. Posters
5. Dramatization

See page 2.

BIBLIOGRAPHY

Best Text:

"Speaking and Writing English" by Sheridan
Language Games by M.King

Story Books:

Stories to tell Children by Sara Cane Bryant
How to tell Stories to Children
In the Child World by Emelie Paulson
The Children's Hour by Bailey A.Lewis
Just So Stories
Jungle Book by Rudjard Kipling
The Golden Windows
Little Black Sambo
Children's Literature
Book on Phonics

INDUSTRIAL WORK - PRIMARY

INTRODUCTION.

Several facts must be taken into consideration in planning industrial work for defectives in the primary grades. Children of low grade mentality frequently have large bodies. Their background of experience, in most cases, is extremely limited. A large majority of "special" children are inactive - lethargic type and tire easily. Therefore it takes an unusually optimistic, persistent teacher with a "far vision", to see any possibility of good results from her efforts during the beginning of industrial training.

Work involving use of large muscles should be given first, and care taken that periods of any kind of this training, be short, and that the nature of the work be changed frequently. It is absolutely imperative that the teacher come down to "where the child is" and patiently find where his interests lie before she can hope to get results.

OBJECTIVES FOR BEGINNERS:

1. Co-ordination of muscles.
2. Concentration.
3. Training of Eye and Hand.
4. Development of accuracy.
5. " " patience.
6. Interest.

I. Forms of Simple hand-work.

1. Paper Cutting
   a. Slashing old papers
   b. Cutting from magazines
   c. Free hand from colored paper
   d. Patterns - (Dolls
                 (Doll clothes
                 (Animals used in Manual Training
   e. Posters   (Food - Home - Play - Health
                 (School - Pets - Garden
                 (Occupations
   f. Scrap books
   g. Letters - (Posters
                (Mottos
2. Pasteing
   a. Posters
   b. Scrap-books - (Animals, Birds, Pets, Home
                    (Health, Stories, Games
                    (Occupations, Alphabet (A is for apple)
   c. Proper Mounting
3. Posters
   Unlimited field here for color training, accuracy, neatness, interest.
4. Weaving
   a. Mats - wide paper weavers
   b. Iol cloth mats - wooden splint weavers
   c. Warp weaving
      (1) Mats
      (2) Holders

See page 2.

4. Weaving Con't:
   (3) Doll Rug
   (4) Doll Hammock
   (5) Easter and May baskets
   (6) Covers for flower holders
5. Folding and Construction Work.
   a. Paper Boxes
   b. " Baskets
   c. Doll Furniture
   d. Transparencies (tissue paper)
   e. Paper Flowers (Bouquets - posters
      (Room decorations - Border
      (Blumes for dramatization
   f. Sillouettes
   g. Story Illustrating
6. Coloring and Water Colors
7. Block Building
   (Teaches form, color, size.)
   a. Bridges - walls
   b. Towers
   c. Fences
   d. Church and Buildings.
8. Stick Laying
   a. Illustrating
   b. Following directions 
   c. Free-hand
      (1) Fence
      (2) Story
      (3) Street
9. Bead Stringing
10. Word Building with Letters

CLAY MODELING

Objective:

1. Use of both hands
2. Development of imagination
3. Create interest

I. Preparation
(2 lbs. Clay in cotton bag - put in pail of water. Let stand 24 hours. Hang and drain. Leave clay in bag and knead like dough until pliable. Use soft, working on oil-cloth mats.)

II. Forms
1. Fruit and Vegetables
2. Animals - (Tooth picks through legs)
3. Pans, jugs, bottles, dishes.

Work adapted to children from 1st to 3rd grades.

SEWING

Objective:
To teach use of needle, thread, and thimble; usefulness, accuracy, neatness, create interest.

See page 3.

SEWING CON'T:

1. Basting (Hems
   (Seams
2. Running Stitch (Hems
   (Dustcloth
3. Hemming (Towel Ends
   (Doll Clothes
   (Lunch Sets
4. Cross-stitch (Holder
   (Apron Border
   (Towel
5. Outline stitch (Towels
   (Holders
   (Lunch Sets
6. Applique (Holders
   (Bags - Aprons
7. Lace (Doll clothes
   (Aprons
8. Embroidery (Outline -cross stitch
   (Lazy daisy
   (French knot (?)
   (Feather stitch
9. Dressing Dolls
10. Rag dolls (Stocking - clowns
    (Star solls 1 point for head
    (Stuffed) 2 points for arms
    3 points for legs
    Bells on each point.

CROCHETING

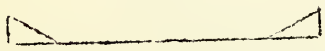
1. Chain-stitch for cords.
2. Simple edge for holders or mat.
3. Wash cloth.

KNITTING

1. Doll rugs
2. Wash-cloth
3. Scarf
4. Bag (Marbles
   (Raffia
   (Sewing

BEAD & WORK

(Simple looms made by boys.)



Bottom 3" x 18"
Ends 3" x 4 "
Cross-bar 3" x 4"

Small nails put in end. Threaded with sewing thread.

1. Bead Chains
2. Bracelets
3. Head Bands for Girl Scouts

See page 4.

BASKETRY

1. Mats
2. Simple baskets (not too small)
3. Handles
4. Covered bottles

MANUAL TRAINING

Objective:

1. Grounding in a few, simple fundamental wood-work rules
2. Selection of board, best side
3. Planing board smooth
4. Testing for smoothness and straight lines
5. Squaring of ends
6. Use of coping saw, hammer, plane
7. Care of tools
8. Neatness
9. Usefulness
10. Interest

I. Models

1. Plant sticks and labels
2. Coat Hangers
3. Bread board
4. Platforms for Toys
5. Boxes for nails, blocks, letters
6. Simple Animals
7. " jointed toys (large)
8. Clown and ring
9. Carts
10. Doll Furniture
11. Puzzle

II. By-work of Manual Training

1. Sand-papering
2. Staining
3. Painting (Ordinary house paint can be used. Red, yellow, blue grenn, black and white. If paint too thick, thin with turpentine. If shiny surface is desired, add little varnish to the paint. Paint only one color at a time, as colors run.
4. Decorating Toys and Baskets

III. Miscellaneous (for low-grades)

1. Pounding nails with mallet
2. Cutting paper (Slashing old newspaper)
   (For worst cases, tie scissors to table or desk to avoid accidents)
3. Coloring pictures
4. Stringing large beads
5. Sewing on large card-board outlines
6. Sand Table (Farmyard
   (Streets
   (School

Special Days

1. Christmas
2. Thanksgiving

See page 5.

III. Miscellaneous Con't.

7. Block building - large blocks
8. Stick-laying
9. Stick-sorting (Color
(Size

CONCLUSION:

The most important thing to remember in teaching defective children is the necessity for making the work simple enough, especially the beginners, for the defective mind is very easily discouraged and needs constant praise and stimulation.

One subject grows out of and depends upon another with no sharp lines of demarcation - each overlaps and supplements the other; each offers many possible avenues to the small mind which is to learn to direct the activities of the large body.

READING - INTERMEDIATE

Objectives:

1. The opening of new fields of interest through extensive and varied reading.
2. Formation of effective oral and silent reading habits.
3. Development of ability to locate information.
4. Stimulation and promotion of interest in reading at home.

I. Subject Matter.

Subject matter may in a general way center around Bonser's life activities viz, Health, Fundamental Processes, Civic and social relations and Recreation. A very similar list of objectives is given in Cardinal Principles of Secondary Education. This list adds vocation. The Special Class child may gain something from a limited amount of knowledge of vocations. Since the retarded child leaves school at sixteen years of age he needs to have a broad view of life through his reading material. The greatest difficulty is to secure reading matter stated in easy interesting language that is not too primary in its content.

The retarded child needs attractive, profitable, red blooded reading, covering the whole round of human experience within his comprehension.

He needs reading of varied types;

Entertainment - for the pure joy of reading.

Let a boy read:

For brisk and stirring movement.
To get the spirit of outdoor adventure.
To enjoy swift but logical procession of sequences.
To enjoy the spiritof contest - travel rapid action, heroic endeavor.
Let him be carried through the whole round of world situations.

Factual - Geography
History
Biography
Citizenship
Thrift

Literary material for appreciation.
Beautiful descriptions
Poetry

Scientific -
Radio news.
Directions for making something new.
Reasons for something.

II. Method

Methods of teaching reading in any class must take into consideration certain important factors.

1. It is absolutely essential that pupils have a purpose in mind when they are reading. Self initiated purposes are the most desirable, because under these conditions the laws of learning are operative. The pupil has the proper set toward his work and a store of energy is available, and ready to act to bring about activity in some form, directed toward the end in view. The teacher's problem is to guide and direct this energy.

(See page 2)

Intermediate Reading (Cont'd)

2. In developing comprehension, rigorous testing is a basic need. Pupils should read knowing that they are to be tested for comprehension. This requires work on their part. Improvement is the result of careful, accurate, vigorous checking of the material read.

3. Many exercises with factual material should be carried on under time pressure to insure the development of speed. Literary exercises should be read for enjoyment and recreation and not under time pressure. In the intermediate Special Class considerable use can be made of the material found in the other content subjects, such as history, geography and arithmetic.

4. Drill should be in terms of the need of the individual pupils. The pupils can be grouped according to ability as a means of economy. Only drills and devices that can be easily handled should be used. Drills peculiar to the difficulties of these pupils should be developed.

5. The drills and exercise should aim to develop in the child those abilities that he will need to prepare his regular reading lessons or assignments in other subjects. In these grades the child must be trained to carry on quickly and accurately the following classes of reading activities:

   a. Locate information -
      Use of the dictionary
      Use of books - contents, index, glossary, tables of population, products, etc.
      Knowledge of the encyclopedia.
   b. Comprehend, evaluate, and select the information.
   c. Organize the facts.
   d. Remember what has been read. Each of these classes of activities is vital in a well developed general ability to read and the child must be given specific training in each to insure the proper level of accomplishment.

6. The need of developing in the child of permanent interest in reading must not be lost sight of. He should be put into contact with the best types of literary material for children of his intelligence and his reading interests should be broadened. Teachers accomplish this largely through their own enjoyment and emotional reaction to good literature,

7. Oral reading should be taught as a means of conveying to others than the reader, the printed thought, which can be appreciated best by being heard. This applies to poetry, dramatic selections, great orations, and literary prose which must probably be read orally to be most enjoyed. Such selections should not be dissected and picked to pieces.

   Silent reading should be taught chiefly as a <u>study art</u>, with the emphasis upon its use as a tool for thought getting.

   The teacher of each individual class will need to determine what proportion of the time shall be devoted to silent and what to oral reading.

(See page 3)

Intermediate Reading (Cont'd)

III. Oral Reading:

It is through oral reading that the sub-normal child gets his first appreciation of the newly developed power to read. He gives something to his fellows. He thus gains confidence in his ability. He here develops:

pronunciation
enunciation
voice control and expression
poise
the communicative instinct
fluency
the audience situation

The assignment must be clear and purposeful. Pupils can fairly be expected:

a. To recognize and study out words through their knowledge of phonics.
b. To learn to look up words in the dictionary
c. To bring a list of the troublesome words or phrases to class with them.

If the lesson is not too difficult the new words can be mastered sufficiently in five minutes to let the reading proceed. If the lesson has many new words, it is better to have each class have a word study or really a supervised study period before and entirely apart from the recitation period.

The recitation period may tend to become a meaningless repitition of words unless the teacher varies her procedure. The lesson may begin by having a short reproduction of the story. Comprehension is very poor among these children and reproduction may show child has a wrong conception of the story. Discussion may follow. The teacher may then ask to have the part read that shows the point. Reading in dialogue adds expression. Reading just the direct quotation, leaving out "he said " etc., required a little more thought.

Dramatization of the story, using books always requires more careful reading study.

Dramatization of the story using their own words develops thoughtful reading.

One child being pupil and letting the teacher read in her turn givesthe teacher an opportunity to be of help.

Exercises calling upon pupils to help each other, by showing how they would read a given paragraph are helpful.

Reading aloud of poems by the teacher before the class reads them is often the only way of presenting the poem as a whole. The attitudes and interest of the class must be utilized.

Procedure will be governed by the content of the lesson, the purpose and the personnel of the class.

(See page 4)

Intermediate Reading (Cont'd)

V. Silent Reading.

The purpose of silent reading in any class is to develop speed, comprehension, organization and remembrance. In the special class we may expect the same results but improvement will be much less rapid. The retarded child often attains a high rate of speed with low comprehension. The teacher has reason to fear that he has been merely going over the words with his mind set on attaining a high rate of speed. Whenever silent reading is used extensively in a Special Class, there will be need for rigorous testing so that the teacher, the class, and the individual may know just what is being accomplished. Silent reading will not take the place of oral reading, but is of great value in a Special Class. Easy, interesting material, new to the pupils, may be given in small units, and rapid recognition of words will be improved, and interest will be stimulated.

The purpose for which an assignment is being read should be very clear. Some of the purposes for which a pupil may read and for which specific training must be given are:

1. To skim the material.
2. To find some specific facts in a selection.
3. To look for the essential idea or thought.
4. To compare materials in two or more selections.
5. To enjoy a story.
6. To look for information on a point.
7. To find material bearing on a problem given by the teacher.
8. To reproduce what has been read.
9. To answer questions on what has been read.
10. To follow a set of directions.
11. To work out a problem and organize material dealing with the problem.
12. To dramatize.
13. To learn how to play a game.

Incidental Reading: both Oral and Silent.

Perhaps no part of the reading program is more important than the incidental reading and ample provision must be made for it. It may be a verse on the board, of some newspaper cartoon; a building announcement; a trite saying of some great man; a new song in the music books; material about our new banking system or anything that is timely enough to make its own appeal to the interest of the child.

VI. Measuring Results:

Unless the pupils are too far retarded, it is well to let them understand at what rate they should be able to read. The Minnesota Course of Study gives standard of achievement for rate as follows:

Fourth grade	-	actual matter	140 to 160	words	per	min.
Fifth	"	"	"	162 to 185	"	"	"
Sixth	"	"	"	185 to 210	"	"	"

It may be advisable for the teacher to give the rate that seems possible for a pupil to attain and set that as a goal. Charts and graphs for both speed and comprehension have their place also in the Special Class. Children work with more zeal and will co-operate with the teacher more intelligently if they have objective evidence of their improvement or need for improvement than where this measure is lacking. Wholesome competition may be of great help, also.

Intermediate Reading (Cont'd)

VII. Aids to Reading.

1. Available Material.

Several types of exercises are now recognized as necessary for the attainment of reading objectives in both oral and silent reading. There should be a sound foundation in phonics. The Intermediate pupil though retarded will have some knowledge of phonics which will enable him to study out many new words with very little help.

There must be special exercises for the improvement of eye movemnnts; for decreasing vocalization and lip mevements; and for insuring rapid accurate responses to thought units.

a. Flash cards

At present flash cards are being used to accomplish the above. They teach the pupil to read for thought; increase the speed of reading, decrease lip movement, increase interest and aid in detecting the pupils difficulties.

(1) Flash cards made by pupils

Flash cards may be made for each text. The older pupils are able to print the new words on cards for the younger pupils so that new words are studied before they appear in the lesson. Pupils may then drill each other in groups.

(2) Standard Flash Cards such as Dr.Horn's

Flash card exercises presuppose an elementary reading vocabulary and an independent power of word getting. This makes it necessary that the procedure be changed quite frequently for Special Class pupils. The material is varied sufficiently that theindividual needs can be met. Beginning with one word the span of recognition is gradually lengthened until thepupils can grasp five or six words. The purpose of these cards is "instant recognition". It will be found necessary to give considerable time exposure. Lists can be made of difficult words, phrases or sentences and special help given in an exercise using phonics or whatever method seems best.

(3) The Plymouth Press Material:

This material iseven more extensive. It gives cards for drill in words, phrases and sentences and also seat work where a child may read a story and with the material provided, illustrate it. There is also material provided for help in arithmetic, geography and history.

b. Emma Watkins; Helps in Silent Reading may not be new to the Intermediate Class but it may never the less valuable. It centers around projects and life activities:

Directions
Personal History (School
Home address
Telephone number
City, State, Co.
Age, etc.
Animal characteristics
Numbers
Roman numerals
Prepositions
Calendar
Morning duties - Health
Parts of the body See Page 6.

Projects
- Telling time
- (Signs
-)Conduct
- (Opposites
-)Flowers
- (Setting the table
-)Bird Study
- (Rabbit Project

c. Bulletins of practical exercises
   (1) Educational Bulletin - Minneapolis Public Schools - May 1923 - and
   (2) Silent Reading - Board of Education Exercises - Detroit Public Schools, contain numerous exercises given in detail. These can be of value in the Special Class. They contain Exercises for developing:
   - Vocabulary
   - Illustration
   - Following Directions
   - Answering Questions
   - Dramatization, etc.

2. Development of ability to locate information.
   a. Use of mechanical aids in books.
   - (1) Title page
   - (2) Preface
   - (3) Table of Contents
   - (4) Chapter Headings
   - (5) Index
   - (6) Notes and references
   - (7) Appendix
   - (8) Illustrative materials

VIII. Use of sources:
1. Encyclopedias
2. Dictionaries
3. Reference Books
4. Indices and card catalogues
5. Readers guides

Only a limited number of retarded children will gain skill in the use of all of these helps but the effort should be made to teach the use of as many as possible. Children of average ability can be taught all of the mechanical aids, and even the dictionary. Encyclopedias and reference books are not always available but children will be glad to use them if they are really seeking information. The need for information may be required for the industrial work. Pictures are often sought here. Painting of animals and birds frequently sends pupils to the colored charts of the encyclopedias. Children are quite eager to use these books when they know that they are able to find what they seek.

The use of the dictionary needs to be taught thoroughly. It will take several lessons but these lessons may be made very interesting. Let the pupil see that the dictionary is replete with information and that it is like a friend to whom he may turn to find:

- the meaning of a word
- the pronounciation - part of speech - Etc.
- Meaning of proper names. his own name and those of his classmates. See page 7.

VIII. Use of sources con't.
meaning of foreign words and phrases
abbreviations
Biblical names

The mastery of the dictionary habit lays the foundation for the use of all the other aids mentioned. It is the beginning of a friendship between the boy and his book.

IX. Library Habit.

Special Class children are rather reluctant about using library books. Since each Special Class has a case of twenty-five books furnished by the Public Library this attitude has begun to change. Short statements (book reports) made by pupils, telling why they liked the book, help to stimulate interest. After Christmas pupils are glad to exchange books with each other. Often the reading of a part of a very good book stimulates the pupils to read the whole. Visits by the class to the Public Library help to develop interest.

X. Projects.

Projects are of vital interest to the reading progress since the pupil approaches reading with aself initiated purpose. Every method and device; every objective of reading will be called into service when the working out of some project calls for that information. It may be the equipping of a museum, or some nature or health project or an industrial project. This brings the reading course back to our opening statement that reading may well be centered about life objectives:

SUGGESTIONS:

1. Occupations of Home
2. " " Community
3. Community Life -Fire Station - Court House - Store -Deliveries
4. Holidays
5. Farm Life
6. Peoples of other Lands
7. Tourist Camp

BIBLIOGRAPHY

Suggestive List of Reading for Intermediate Special Class.

Art Literature Readers
Fifty Famous Stories - Baldwin
Old Mother West Wind's Children - Burgess
Old Mother West Wind's Neighbors - Burgess
Old Mother West Wind's Animal Friends - "
Grasshopper Green's Garden - Schwartz
Our Birds and Their Nestlings - Walker
Stories of Pioneer Life - Bass
Children's Classics in Dramatic Form - 3rd Grade up
Viking Tales - Hall
Lisbeth Longfrock - Aanrud
Robinson Crusoe - DeFoe
Ways of Woodfolk - Long
Robin Hood - Pyle
Stories of Later American History
American Heroes - Gordy
Wilderness Ways - Long
Lewis & Roland Silent Readers (4th and up)
The Child's Book of American History -Blaisdell & Ball
The Story of Old Europe and Young America -Mace & Tanner
The Land of Health - Hallock & Winslow

(The above list simply represents types of material)

ARITHMETIC - INTERMEDIATE

OBJECTIVES:

1. A fair working knowledge of the four fundamental processes.
2. Application of such knowledge to concrete, every day problems that will fit the needs of the Special Class child and help him take his place in the industrial world.

I. General Suggestions:

1. Too often children come to the Special Classes with an advanced idea of Arithmetic beyond their ability, therefore the child must be worked with individually for a period to find out the actual knowledge attained and understood.
2. All work should be in accordance with the need of the individual child.
3. Connect all work with vital interests of life.
4. Correlate with industrial work, lunch room work and other subjects whenever possible.
5. Make use of Model Store.
6. Drills - Repetition.
7. Games and Devices - (Constantly and freely.)

II. Suggestive Outline for Study:

1. Constant drill on four processes.
2. Simple oral and written problems involving every day experiences.
3. Problems in the home.
   a. Coal
   b. Clothing
   c. Food
   d. Hardware
   e. Other Household Commodition.

   Comparison of prices at different stores. Home cooking versus store goods. Stocking pantry with staples. Follow up store project by cutting daily adds from newspapers relative to up to date prices.

4. Problems of School.
   a. Sewing problems
   b. Lunch room problems
   c. Measuring in Manual Training.
   d. Cost of lumber, nails, etc.
   e. Decimals as far as U.S.money is concerned in Store project.
5. Community Problems.
   a. Banking
      (a) Checks
      (b) Drafts
      (c) Notes
      (d) Investments
      (e) Mortgage and Contracts
      (f) Insurance
      (g) Simple Percentage
      (h) Leases

   The above taken up in a very simple way with children who will make use of the information.

(See page 2)

5. Community Problems Con't.
   b. Thrift

WRITING - INTERMEDIATE

Follow as nearly as possible the regular course of study used in the system.

OBJECTIVE: Legibility.

BIBLIOGRAPHY

Number Games - Harris and Waldo
Number Stories - Deming
Plymouth Press - Seat Work
Thorndike Arithmetic
Hamilton's Arithmetic Books I and II
Courtis Tests
Studebaker Tests
Monroe Tests
Thompson's Drill Sheets
Flash Cards
National Number Primer - Gibbs
Number - Step by Step - Rigler
Adds from daily papers
Brown and Coffman - How to teach Arithmetic
Klapper - Teaching of Arithmetic
Johnson - Educating by Plays and Games
Minneapolis Course of Study.

INTERMEDIATE LANGUAGE

OBJECTIVES:

1. Continuance of objectives of Primary Language
2. Working knowledge of the English Language
3. Current Expression
4. Courteous forms of conversation
5. Legibility in written work

I. Oral
1. Emphasize oral expression
2. Encourage conversation
3. Descriptions
   - Trips
   - Occupations of community especially
     - Correlate with all subjects taught
   - Reproduction
   - Giving directions
4. Discussions
   - Every day life activities
   - Current events
5. Language Games
6. Dialogues
7. Dramatization

II. Written
1. Stress work of Primary Outline
2. Letter Writing -simple forms (Friendly
   (Business
3. Correlate with Spelling, Geography, Reading and Industrial subjects.
4. Use of Dictionary and Telephone Directory.

III. Memory Gems (See regular Course of Study)

IV. Library
1. Cooperate with Public Library. Encourage pupils to read.
2. Definite period for talking over books read.

V. Suggested Topics for lessons in Conversation and Description.
1. Home Life
   - a. Play things
   - b. Pets
   - c. Toys and Games
2. Trips
   - a. Picnics
   - b. Coming home on train
   - c. Shopping
3. Special Days
   - a. Christmas
   - b. My birthday
   - c. Valentine Day
   - d. Easter
   - e. April Fool
   - f. Halloween
4. School
   - a. Keeping our school-room neat

See page 2.

4. School Con't.
   b. Why I like to go to school
   c. If were teacher
   d. Why I had to remain after school
5. Vacations
   a. Learning to swim
   b. A fishing trip
   c. Picking Berries
   d. Our camping trip
   e. My first ride in a canoe
6. Street experiences
   a. A funny accident
   b. Going to the store
   c. A false alarm
   d. A fire
   e. A harrow escape
7. Nature
   a. What the wind did to me
   b. How I know that spring is coming
   c. Watching a bird build a nest
   d. Feeding the birds
   e. Why I like winter best
   f. An awful storm
8. Thrift
   a. Bank day
   b. How I earned my money
   c. Why I save money
9. Newspaper
10. Good Manners

BIBLIOGRAPHY

Minneapolis Course of Study
Chicago Course of Study
The Boston Way
Seattle Course of Study for Special Classes.

INTERMEDIATE SPELLING

OBJECTIVE

"Mastery of the words commonly used in writing."
"Mastery" includes correct pronunciation, spelling, meaning and use."
Chicago Course of Study.

Since the aim of spelling is mastery of words commonly used in writing, spelling should be stressed, checked, corrected and all mispelled words listed by teacher and pupil in connection with all written work.

I. Material:

First Thru the use of spelling scales determine as well as possible, the spelling ability of each child.

Second Careful selection of words to meet the individual needs of each pupil - - chosen from spelling; "100 demons" etc.

Third Practical Work - -

1. Names of tools used on wood
2. Names of kitchen utensils
3. Names of furniture and household articles
4. Names of groceries, vegetables, fruits and articles of food
5. Names of articles of clothing

II. Methods:

1. Each child must bestudied and the method of studying spelling which is best suited for him, discovered.
2. It may be through vision; sound; use of vocal organs; writing the word a given number of times; or the use of printing press.
   a. No matter which method is used, new words should be
      (1) Pronounced correctly
      (2) Spelled orally
      (3) Studied - looking for words within the word silent letters, etc.
      (4) Correctly used
      (5) Written
      (6) Checked
      (7) All words missed studied further according to the method found most suitable to each individual.
3. Review of Troublesome Words thru
   a. Written work
   b. Spelling Matches
   c. Charades
   d. Seat work
4. Individual Lists
   a. A child and teacher keep list of all words missed.
   b. Child may make a booklet for these words or write the word on paper and place in an envelope or pocket which has been pasted in the back of speller.
5. Group Method
   Spelling affords opportunity to make use of the group method. Two or more children may work together - one acting as teacher; the pupil pronounces the word, spells it orally, writes it and both pupil and pupil teacher together check on it.
6. Printing Press
   Some children learn to spell by using a printing press, when other methods have failed.

See page 2.

II. Methods Con't.

7. Seat Work

a. Use of words in sentences

b. Fill in blanks in sentences

c. Making of words from one word as Minnesota (team (time (some

d. Filling in missing letters b - - y.

e. Hektograph singular and plural nouns and cut up to make word cards. Let children match plural with singular form.

f. Sentences written on the board may contain the singular form of the word and the class may copy, changing to the plural;

I have one pencil	I have two pencils
I have one cart	I have two carts
I have one book	I have two books

g. Change from plural to singular:

See the three girls	See the one girl
Five boys are playing	One boy is playing

h. Hektograph a page of verb forms and cut into word cards to be arranged by the children, giving them the correct idea of endings.

walk	walked	walking	walks
play	played	playing	plays

i. Add endings to root words.

walk	ed	ing	er

j. Hektograph a number of phonograms and a number of initial letters to go with them. Let the children lay them together to make family words.

n ame	h eat	n ight	s old
c ame	s eat	t ight	t old
l ame	m eat	f ight	f old

8. Word Book (second and third grade)

Include words that will be needed when writing certain stories; words that tell size, color, kind; words that tell how, words from Nature Study.

Turn to this book when writing stories at seat or board.

9. Write words with three, four, five, or six letters.

3	4	5	6
the	into	wagon	rolled
now	yard	large	pushed
	with	plump	
	load	where	
		shall	
		asked	

See page 3.

BIBLIOGRAPHY

Tidyman - The Teaching of Spelling
Sum up our present knowledge

Hosic - Composition (Rapiers Teaching the Elementary School Subject.)
A Summary of Principles.

Horn and Ashbaugh - Spelling Book
A very good desk book.

Trabme - Supplementing the Hillegas Scale
Probably the most useful scale now available.

Leonard - English Composition as a Social Problem
A good point of view and many suggestions.

Cook and O'Shea - The Child and His Spelling

Suzzalo - The Teaching of Spelling

18th Year Book

Mastery of Words - Book I.
Sarah Louise Arnold

Worst and Keith - Educative Seat Work

H I S T O R Y

Objectives

1. Aid in better citizenship.
2. Afford background for present form of governmental organization
   Work made very simple and practical.

I. Public Holidays - Dramatize stories for each of these days.

1. Columbus Day
   Brief summary of experiences of Columbus.
2. Thanksgiving Day
   Stories of life of early Indians in America.
   Stories of the Pilgrims
   - The Mayflower
   - Landing in America
   - The First Winter
   - Friendly Indians
   - First Thanksgiving Day
   - Invitation to the Indians
   - Reasons for its Celebration.
3. Christmas
   Spirit of Christmas
   - Stories - Carolyn Sherwin Bailey, "Children's Hour."
4. Lincoln's Birthday
   - Stories of Childhood
   - Stories of Youth
   - Maxims of Lincoln
5. Flag Day
   - History of Making of our Flag
   - Betsey Ross
   - Meaning of Stars and Stripes
   - Horne's Flash Cards on Our Flag.
6. Washington's Birthday.
7. Memorial Day
   - Stories of patriotism and bravery

Note: Collect pictures illustrating each of these special days.

II. Settlements in the United States Colonies.

1. A type North and South, Mass. Vir.
   a. Reasons
   b. Success
2. Union for protection

III. Pioneers or Backwoods Men

Boone) Simple stories about these men.
Clark(
1. Expansion of our country. Use maps to show this growth.
   "Eggleston's 1st Book in History" is good.
2. Early explorers connected with locality.
3. Discovery of Gold
   The "Forty-niners"; pioneer hardships-character; covered wagons, etc.

IV. Trans-continental railroads

First one. The number now. Have maps showing these roads; pictures of scenes along these roads.

(See page 2)

V. Inventions
Briefly - Story of wireless telegraphy and radio.

VI. Government
1. National
a. Washington, D.C. - its location
b. Seat of National Government
c. President
d. Congress
e. Supreme Court
Note: Use pictures as much as possible.
2. State
Capitol
Legislature
3. City
Mayor
Council
Courts

VII. Wars
1. North and South
Slavery
Civil War
Causes and Results
2. World War
Causes
U.S. a factor
Results.

VIII. Dawn of Civilization
Caveman
Egypt
Hebrews

IX. Civilization in Europe
Greek and Roman - Myths

G E O G R A P H Y

Objectives:
1. Knowledge of community in which one lives.
2. Relationship of one community to another.
3. Source of products used in daily life.
4. Knowledge of local industries.

I. Home Geography.
1. Local Physical Features.
   See Pilot Map and Industrial Map of Twin Cities.
   Personal visits to points of interest.
   (a) Swamps (Note methods of utilizing.)
      The Park Board has changed many swamps into beautiful lakes and boulevards.
      Lake of the Isles
      Nokomis
      Lake Calhoun Boulevard, etc.
      See Report of Minneapolis Park Board.
   (b) Rivers
      Mississippi
      Description of river: an imaginery trip from its source.
      1. Headwaters
      2. At Minneapolis
      3. Mouth near Fort Snelling
         Its tributaries - Bassett's Creek, Minnehaha Creek, Minnesota River.
      4. Falls of St. Anthony
      Visit one or more of these points of interest.
      Public Library and Board of Education have pictures on these topics.
   (c) Hills
      Difference between hills and mountains.
      "Essentials of Geography" by Brigham and McFarlane, Bk. I Part I. The ability of class should determine the extent to which this text should be used.

II. Brief treatment of the earth as a whole. A globe, a pendant globe if possible, is necessary in room.
1. Form - Story of Columbus
2. Motion
   Rotation, Day and night
   Revolution - Seasons

III. Introductory Map Study
1. Directions
   a. Cardinal points - compass,
      North Star - Big Dipper, etc.
      Read Classic Myths by Mary C. Judd
   b. Directions in which streets near school extend, etc.
   c. Direction from school of interesting places in the district; business parts of city.
2. Studying of Map
   a. Make map of school room and school block in sand or on board.
   b. Use county map; state map; U.S. map; world map, for drill in directions. Incidentally the names of states and continents as well as oceans are learned.
   c. Drills on finding near by states, continents, oceans, as well as leading cities. (see page 2)

III. Introductory Map Study (Cont'd)

3. How People Live and Work.
   a. Agriculturing
   b. Dairying and grazing
   c. Lumbering
   d. Quarrying and mining
   e. Fishing
   f. Manufacturing
   g. Commerce

Note: Visit some of the industrial plants of our city. Pictures brought by the pupils, if possible. The above topics to be studied in their relation to Minneapolis. By use of pictures and simple text, a simple and limited notion of each is the most we can hope for. Much use of U.S. map, industrial map if possible, in locating regions where these industries are important.

IV. Leading cities, in each of these sections, named and located. Why some of these cities are larger than others.

BIBLIOGRAPHY

"Peeps into Other Lands"
"Our Little --- Cousins", a series of books helpful in getting a knowledge of foreign lands.
"Little Folks of Many Lands" - Chance.
"Geography for Beginners", Edith P. Shepherd, Rand McNally & Co., is especially good for subnormal children, the industrial side is emphasized.
"Elementary Geography", McMurry and Parkins (1921) Especially good. Most advanced of these listed. Good maps. World Geography simply presented. Introductory chapter good.
Type studies in connection with problems. Guides pupil in his study of geography. Provision for the varying abilities of children.
Maps and illustrations especially good.

Geography games of various types are helpful.

BASKETRY

I. Objectives:

1. Make baskets both practical and beautiful.
2. Train eye and hand.
3. Develop creative spirit.

II. Materials and Tools:

1. Reed sizes, 00, 0, 1, 2, 3, 4, 5, 6, 8, 10.
2. Sloyd Knife.
3. Side Cutting Pliers.
4. Pincers.
5. Awl.
6. Foot Rule and Tape Measure.
7. Pencil.
8. Pan or Tub for Water.

III. Weaves:

1. Over and Under: This may be worked with one or two weavers, according to an even or uneven number of spokes used.
Rule: In front of one spoke and in back of one. When using one weaver the basket or tray must have an uneven number of spokes. Place the weaver behind a spoke and carry over one spoke and in back of the next.

2. Double Over and Under: The parallel weavers, carried as one, in front of one and in back of one.
WHEN USING TWO WEAVERS the basket must have an uneven number of spokes. Place two weavers behind two spokes and, weaving with the right weaver, carry it over one spoke and in back of one spoke. After this is done follow with the left weaver in the same manner. The weavers should never cross each other.

3. Pairing: Place two weavers behind two spokes and carry them in front of one spoke and in back of one spoke, always working with the left weaver first. The left weaver always crosses over the right weaver.

4. Japanese: One weaver is used for this weave in front of two spokes and in back of one spoke. Any number of weavers may be used, but they are carried as one weaver.

5. Double Japanese: Two parallel weavers, carried as one, in front of two and in back of one.

6. Triple: Three weavers are placed behind three spokes. The weaver to the left goes in back of the spoke to the right that has not a weaver in back of it.

7. Triple Coil: Three weavers, in three consecutive spaces, the left weaver in front of two and back of one, reverse at the initial spoke.

See page 2.

BASKETRY CON'T.

III. Weaves Con't:

8. Bellefonte: One weaver is used in front of one spoke and back of three, and only can be used in baskets where the number of spokes when divided by four will leave two spokes over.

9. Four Bud Coil: Four weavers in four consecutive spaces, the left weaver in front of three and back of one; reverse at the initial spoke.

10. Two-Ply: Four weavers are placed behind four spokes and are taken in front of two spokes and in back of two spokes. Mend as in triple weave.

IV. Buttons or Centers:

1. Simple: Split half of the base spokes about half an inch on each side of the center. Now put the unsplit spokes through. Do two rows, pairing, twist and separate into single spokes.

2. Indian: Sixteen spokes are divided into four groups of four spokes in each group. Find the center of each group and hold the first group horizontally. The second group is held vertically back of the first group. The third group crosses diagonally back of the groups from right to left. The fourth group crosses diagonally back of the groups from right to left. Start No.2 weaver behind the left diagonal group and carry over and under each group until three rows are woven. Separate in pairs and continue with over-and-under weaving, using two weavers. If two short spokes are inserted in upper vertical group, only one weaver will be needed, as this will give an uneven number of spokes.

3. Japanese: Split five of the ten spokes needed to make this center. Pass five unsplit spokes through five split spokes. Bind twice around with pairing twist. Now take one weaver diagonally across the center under the spokes, to the corner diagonally, over the center again to the opposite corner. Next bring the weaver under three of the five spokes in the group to the outside. Then carry it across to the third spoke in the other group to the inside, under the spoke, to the outside of the base. Repeat until the weaver completes this square. Then do two rows of pairing again, which completes the button.

4. Borders:

1. Simple:

a. Back of two spokes and out the first time around, over three and down the second time around. Cut surplus ends.

b. Back of one spoke and out, across one spoke and down, across two spokes and out.

See page 3.

BASKETRY CON'T.

1. Simple borders con't.

c. Back of two spokes and out, over two and down, over three and down. Press down with the left thumb but keep the thumb on a level with the top.
d. Back of two spokes and out, over three and down, over two and down, over one and down.
e. Bring each spoke over the spoke on the right, back of the next one over the next, back of the next, over the next, back over the next and out. The first part of the border should be left loose, so that the last spokes may be woven in.
f. Open border. Insert each spoke in front of the next spoke to the left.
g. Taking each spoke in turn, cross on top of the first spoke to the left and insert in front of the second.
h. Taking each spoke in turn cross on top of the first and second spokes to the left and insert in front of the third.
When making an open border, push the spokes at least one inch below the edge.

2. Braided:

Allow fourteen inches for spokes above top of basket. Crush spokes well. Lay three successive spokes down very flat and curving outside of basket(perfectly free) and hold firmly in left hand. Carry the upper of first one over the two lying down and carry it to inside of basket, between the first two standing spokes. Lay the left standing spoke down on it, pointing out. Proceed in order with other two spokes same way.

Note--Three spokes inside and three spokes outside. At this point adjust the three whose ends are inside so they will be as wide as border is to be when finished. (Speak of spokes inside as right--outside as left).

Bring the upper of first right (whose end is inside) parallel with the lower or last left (or outside) spoke.

Note-- Two single spokes inside--two single spokes and one double spoke outside.

Carry upper left spoke inside, between next two standing spokes; lay left standing spoke down on it. Bring upper spoke out parallel with lower or last one turned down. Carry third lying-down spoke inside; turn left standing spoke down on it. Bring upper right spoke out parallel with last one turned down.

Note--Two single spokes inside--three double spokes outside.

At this point be sure to adjust the curves of the lying-down spokes. This is very important. Continue to braid with double spokes until you have triple spokes (pair of double spokes in--standing spokes across with ends out) upper right parallel with last spoke turned down. Do this until you have three triples.

See page 4.

BASKETRY CON'T.

2. Braided con't:

Note--Two double spokes inside--three triple spokes outside. Continue to braid, carrying the two outside spokes of triples in and dropping the short ones. Be very careful to draw inner spokes in front of you-- the outer ones curving. Continue braiding until starting point.

TO CLOSE BORDER: Note--Two double spokes inside--three triple spokes outside.

Pass winding awl from inside out under first spoke laid down. Draw upper long spokes inside the basket, parallel with awl, under the first spoke laid down. Pass winding awl under second turned-down spoke and over the first. Draw next two triples inside of basket parallel to awl. Pass winding awl under third turned-down spoke and across the other two; bring the last two in parallel with awl.

Note--Five double spokes inside and five turned-down single spokes (the first ones started.)

Draw each pair of doubles in order parallel with singles andoutside of basket.

There are now on outside of basket five double spokes and the long one, commencing at left, is brought over two doubles, between double and single. It then goes parallel to the spoke at whose left it lies. Continue following these out until all the long ones of the double spokes have been used. Clip neatly short spokes left on outside.

3. Commercial:

Allow from twelve to fifteen inches (dependent on size of reed) above top of basket. Crush spokes well. Carry any spoke back of spoke at right andout. Now carry standing spoke (back of which first turned-down spoke lays)back of one at right and out.

Note--Three successive turned-down spokes on outside of basket. Carry first turned-down spoke in front of two spokes (one turned-down spoke and one standing spoke) back of next standing spoke to outside of basket; lay first standing spoke parallel.

Carry second turned-down spoke in front of two spokes (one turned down andandendistanding) back of next standing spoke to outside of basket;lay first standing spoke at left parallel. Do same thing with third turned-down spoke.

Three pairs of spokes on outside of basket. Each pair has a long spoke at right and short spoke at left.

Take the long or right spoke in the third pair at the left (always the fifth spoke to the left) in front of two spokes, back of onespoke to outside of basket, and lay standing spoke parallel. Continue in this way all around the basket, until all the standing spokes have been laid down and you have left three pairs at end.

TO CLOSE BORDER: Carry right spoke in third pair at left in front of two laid-down spokes and back of the second laid-down spoke, parallel with first laid-down spoke(under one spoke).

See page 5.

3. Commercial con't:

Carry right spoke in second pair at left in front of two spokes and back of third laid-down spoke parallel with second laid-down spoke (under two spokes).

Carry right spoke in remaining pair in front of two spokes and back of fourth laid-down spoke parallel with third laid-down spoke (under three spokes).

Second row-- Bring each spoke in turn in front of two spokes to the right and back of a third spoke to the inside of the basket, making it lie parallel and going under the two spokes already back of this third spoke.

Third row-- If you have reed enough it is always well to make one or even two rows of over-two-and-back-of-one. On the last row carry each spoke in turn over two spokes, clip beyond the third spoke and lay back of the third spoke.

VI. Kinds of Baskets:

1. With Wooden Bases:

These bases may be round, oval, square or rectangular, and of many sizes. If rectangular bases are used, always put dowels in the four corners to keep the shape of the basket.

a. Pin Tray. Six-inch round base. Twenty-one holes are enough. Eleven-inch spokes (No.2 or No.3). Insert and lock. Single weave for oneinch. Add border No.1.

b. Flower Basket. Six-inch round base. Twenty-four holes. Twenty-four inch No.2 spokes. Insert a hair pin. With long weavers of No.1 reed, pair until the baskte is three inches in height, trying to obtain a gradual and outward flare. Finish with border No.6. For the handle two twentyfive inch pieces of No.4 reed. Insert them on opposite sides of the basket three inches apart. Weave No.1 reed over each part of the handle. When approaching the middle, pinch the two handle parts together and weave over both.

c. Oval coaster. Twelve-inch oval wooden base. Ten-inch spokes. Insert and lock. Pair for one inch. Border No.2.

d. Fruit Tray. Eleven-inch round wooden base. Sixteen-inch spokes. Lock. Triple twist for one inch. Border No.3.

e. More difficult fruit tray. Twelve-inch base. Fifty-six holes. Hair pin twenty-eight thirty-six inch spokes. Have four long weavers ready. Pair for oneinch. Border No.4.

f. Oval serving tray. Twelve by nineteen-inch oval base. Uneven number of holes. Eighteen-inch spokes. Do triple twist once around beneath the base, andthen finish by locking. Triple twist above the base for one inch. Choice of borders 1 to 4. Add reel or brass handles.

g. A Work Basket.

h. A Waste Basket.

i. A Window Box.

With Commercial Bases:

Half of the spokes are split in the middle with a sharp knife, the remainder are pushed through through the incisions.

See page 6.

2. With Commercial bases con't:

a. Reed Table Mat. Eigh sixteen-inch (No.2) spokes. Mark the center. Slit one end and one-half inches in the middle of four of these spokes. Insert the remaining four in these incisions. Soak for a few minutes. Bind the spokes firmly together with raffia slightly wet. Then begin the weaving with it. Over two under two for one round. Begin the second row with a "false weave" (under four). Weave two more rounds then single weave for four rounds. False weave at the beginning of each. This transforms the spokes into a "star". Cut one spoke off quite closely, and single weave with No.1 reed. No false weave now needed. Three long weavers will make the mat six inches in diameter. Choice of borders 6 to 8.

Variations: (a) do not cut the extra spoke and use the pairing weave throughout the weaving.
(b) start with the mat sixteen-inch spokes and one nine-inch spoke. No false weaves needed.

b. Whisk-broom holder. Two mats as above fastened together with reed.
c. Flower basket. No.2 or 3 reed. The above mat as a base. Turn the spokes up abruptly. Weave to hold a pint glass jar. No.4 reed for a wide flaring handle.
d. Work basket.
e. Fern basket.
f. Waste basket. Mat for base. Turn the spokes up in a gradual flare.

3. With Woven Bases:

a. Mat or base. Eight sixteen-inch spokes of No.2 reed. Cross four on top of the remaining four. Hold firmly while starting to weave with a No.1 weaver. Proceed as in the table mat first described, cutting off the extra spoke after the eighth round. Weave six inches. Add an open border.
b. Cut spokes to suit any desired size of basket. Weave the bottom as above, turn the spokes up any point, either abruptly or gradually.

4. With Molds:

Suggested Molds: Olive or pickle bottles (large or small), glass jars, 10-cent finger bowls, glass gold-fish bowls, blue or brown porcelain dishes, flower pots, vases or jardinieres.

a. Flower basket. Mold: a gold-fish bowl. Start with Indian center. No.2 reed. Thirty-five-inch spokes. No.1 for weavers.
b. Violet bowl. Mold: a 10-cent glass finger bowl. Start with a woven mat. Eight twenty-five-inch spokes of No.1 reed. No.1 weavers. Cut one spoke after the eighth round. Single weave. When the base is the size of the bowl wet and bend the spokes. Continue weaving, following the shape of the

See page 7.

b. Violet bowl con't.
bowl. If the bowl slips, a large orange makes a good weight. First round of top - bring spoke 1 behind spoke 2, spoke 2 behind spoke 3, etc. Carry all the spokesdown over the outside of the bowl to the outside of the base edge; slip the spokes through two rows of weaving to holdin place and finish by locking. Or, slip the spokes in a little above the base and lock them so that the base of the standard is on a level with the base of the bowl instead of underneath.

When the start is an Indian center, the even number of spokes may be used, they being kept in pairs and the Japanese weave used throughout. For the top, bring spokes 1 and 2 behind 5 and 6 and so on. Bring the spokes down over the outside and finish by locking.

5. Without Molds:

a. Work basket. Sixteen thirty-inch (No.3) spokes. No.2 weavers. Indian center. Keep the spokes in pairs, Japanese weave. After a four and one-half inch base, triple twist once with No.3 reed. Make the basket five inches in height, having fi first half an outward flare and second half an inward flare. Between the flares, triple twist once with No.3. At the top go behind one, in front of one and in, pushing the pairs of spokes down hard to make superfectly flat horizontal border.

b. Candy basket with high twisted handle. Eight spokes No.2 15½ inches long. No.1 weaver. Indian center. Japanese weave until base is 2¼ inches in width and turn up quite abruptly. Triple twist once with No.2. Pair 1½ inches. Wet the spokes and turn outward abruptly. Cut two pieces of No.3 for a handle as long as desired. Insert one each side of a spoke, wet and twist them fairly tight. Insert the ends on opposite side of basket. Weave all the turned down spokes until you get a one-inch flare, using the handle ends and the spokes between as one spoke. Add an open border.

c. Bonbon basket. As above, omitting handle. When ready for border, wet the spokes well, and pull each back separately. Then stick each one through so that it comes out on the inside of the basket at the point where the one-inch flare began. With these ends of spokes make a shelf by going across one and in, trying to get a flat effect. Make a mat cover to fit tightly on the shelf.

For a variation from Indian center, hold sixteen spokes in groups of four in a whirling figure, leaving a half-inch hollow square in middle. Proceed as in Indian center.

6. With Woven Centers:

a. Work basket with cover.
b. Large, round mending basket.
c. Round basket shaped like a large collar box, and lined with cretonne and silk. (work basket)
d. Work box, lined.
e. Sewing basket, lined and with bag top.
f. Silk party bag with reed base.

See page 8.

BASKETRY CON'T.

6. With Woven Centers con't:

g. Flower holder with lower part woven over a tumbler and a lace work handle.
h. Hanging flower basket for piazza.
i. Jardiniere woven with brown and green weavers, and a simple rolled border.
j. Large marketing basket with a heavy durable handle.
k. Oval sandwich tray with small reed handles.
l. Round, fairly shallow sandwich basket with a three-cornered handle.
m. Shallow cake basket with high, wide handle.
n. "Lace-work" candy basket.
o. Large bonbon holder, with handle.
p. Large nut-basket with handle.

VII. Handles:

1. Twelve pieces of No.1 or No.2. Slip all through the finished top of a basket, six on each side of a spoke. Make a three strand braid. When long enough, attach to the opposite side of basket by weaving each piece in and out until it is firm, and the whole resembles the beginning of the handle.

2. Piece of No.5 of desired length. Sharpen the ends. Insert close to two opposite spokes. Insert eight pieces of No.1 at one end and make four-strand braid over the No.5. Fasten as in 1.

3. Tray handles. Four six-inch pieces of No.5. Sharpen ends. Put two pieces in beside stakes on each side of basket. Insert four pieces of No.1 and wind handles. Fasten by putting inside of basket, then across a spoke, then in again and cut short.

VIII. Reed Furniture:

1. Doll Furniture.
2. Foot Stool.
3. Fireside Basket.
4. Fernery.
5. Lamps (Table and Floor)
6. Tables
   a. Sewing
   b. Library
   c. Porch
7. Breakfast Set.
8. Porch Furniture.
9. Chairs.
10. Bird Cage.

IX. Suggestions:

1. Reed should be hung up in long skeins or placed length wise in a reed box containing several compartments one end of which is open to enable one to pull the reed from the loop end.

See page 9.

BASKETRY CON'T.

IX. Suggestions Con't:

2. Soak reed in tepid water about ten minutes before using.

3. Mending Over-And-Under Weave:
Cut the weaver a little to the right of the spoke behind which you are mending it. This spoke we will call the "mending spoke." Place the new weaver behind the mending spoke so that it crosses the old weaver and continue weaving.

4. Mending Pairing:
Mend as in over-and-under weave.

5. Mending Japanese weave:
Mend the same as in single-over-and-under weave, always inserting new weaver below other weavers.

6. Mending Triple weave:
Mend in the same manner as the Japanese weave.

7. Mending Bellefonte weave:
Mend as in over-and -under weave.

8. Singe finished article while damp.

9. Wax, stain or paint as desired.

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INDUSTRIAL WORK - INTERMEDIATE

Weaving

I. Objectives:

1. Practical number experience.
2. Development of accuracy, strength and skill.
3. Arouse appreciation of fabrics and color combinations.
4. Afford prophylactic treatment for neurotic children.
5. Afford opportunity for choice of vocation.

II. Suggestions:

1. Teach names of materials.
2. Teach parts of loom.
3. Teach filling of shuttles.
4. Teach how to make a good edge.
5. Teach how to lap the woof.

III. Kinds of looms:

1. Hand looms
   Todd
   Faribault
   Table Mat
   Porch Pillow
2. Foot looms
   Ideal - most successful

IV. Directions for Warping:

Place 36 spools of warp on rack with all the spools unwinding in the same direction simultaneously. Thread all through holes in the metal square called the heck. The heck is placed in the groove in the beam an the back of the loom above the warp beam. The loom may be warped from either the front or the back. If from the front the threads pass over the top of the loom. The warp beam may be turned either way in warping and the release may be moved to either side to keep the beam from turning while weaving. One turn of the beam puts on approximately one yard of warp. After the desired amount of warp is on the beam the threading may be begun.

V. Directions for Threading:

Begin in the center by pushing the hook through the reed and one heddle of either the front or the back harness. Work either way alternating one front, one back, etc. being careful to reverse when one half is threaded that there may not be a mistake in the center. One may check work after each section on the beam is threaded by holding end of threads in hand and placing foot on either treadle to see that there are no mistakes.

VI. Directions for Tying on:

After threading is completed threads must be tied either to a denim apron or to ropes attached to rug beam. The denim apron

See page 2.

Weaving - Page 2.

VI. Directions for Tying on con't:

makes for better work. Begin by tying the edges first and working toward the center trying to keep all threads running as nearly straight as possible, and of even tension.

VII. Directions for Weaving:

Use any odds and ends of rags or filler when beginning to weave so that spaces between sections tied may be filled and all warp threads become evenly spaced. When this is accomplished the rug may be begun, using warp for filling as a hem or finish for the rug.

VIII. Sample Borders:

1. Gray 8 inches, Black - 2 rows, 6 rows mixed rose and gray using two starands of each color, 1 row dark green, 4 rows bright rose, 4 rows bright rose etc. back to 2 rows black.

2. Light blue 8 inches, 2 rows black, 5 rows white, 1 row braid using two blue and 1 white, 5 rows white, 2 black, 9 rows light blue, repeat stripe - make center of rug mixed blue and white for 45 inches then repeat stripes to end.

3. Roman stripe weaving: Use rug filler on loom warped about 27 inches with black. Combine colors similar to any Roman stripe ribbon or silk. With the loom warped 22 inches, yarn may be used in the same way making table runners or pillow tops.

Color Combinations

Gray and rose
Tan and brown
Brown and rose
Blue, tan and orange
Green, white and rose
Orange, white and lavender etc.

MEB:LH
6/29/25-50

NET WORK

I. Materials:

1. A wire net needle.
2. Mesh stick made of hard wood, 3/4 inch wide, 6 inches long, and $\frac{1}{4}$ inch thick.
3. Seine twine No.10,20, and 40, soft laid.
4. Polished rod, 3/8 inch in diameter and 18 inches long.
5. Two large steel screw hooks screwed solidly into the wall or into a rack made for the purpose and measuring 43 inches in height and seven feet long.

II. Directions:

To form the first foundation loop, wrap cord around the mesh stick twice and tie a hard knot; remove from mesh stick and catch mesh on hook. Next, place mesh stick under cord and bring needle up through loop and pull it down tight to the edge of the mesh stick, keeping thumb on cord to hold upper loop in place. Lay cord over loop to the left and bring needle up and between upper loop and cord wrapped sround mesh stick; keep thumb in place as before, now pull cord with the needle as before and the knot is tied. You now have two knots and two meshes. Continue to work in this way until you have the required number of knots - 79. Next set chain of knots on rod, beginning with the loop last made, taking up every other one until you come to the end. Having done this correctly, you will see that you have two rows of knots and meshes or loops on your rod. Make one more row of meshes on your rod, by placing the mesh stick under cord and bringing needle up through upper loop and form loop and knot as before. Continue until you have gone all the way across. There are now three rows of knots and meshes.

Remove from rod, reset work on rod by beginning at one end and again taking up every other mesh until you come to the end. Working from left to right until you come to the end of that row, then turn your rod and work from left to right as before. Continue working in this way until you have enough rows to make the bag measure 41 inches in length. Use double cord for last row which serves as heading for the draw strings. Draw strings about one yard in length.

III. Articles:

1. Handkerchief Bag.

Make fifty-five knots in chain. Proceed with work as in making laundry bag, until 43 rows (fewer if smaller bag is desired) are completed. Finish by making last row with double cord. Use two strings for draw strings.

Use fine seine twine No.12; mesh stick $\frac{1}{2}$ inch wide, 9 inches long and $\frac{1}{4}$ inch thick, and a wire net needle.

2. Doll Hammock.

Begin with a foundation loop or mesh by wrapping cord around a $\frac{1}{2}$ inch wide and 2/8 inch mesh stick twice and tie a hard knot; remove mesh from mesh stick and fasten on hook, holding mesh stick with left hand close up to loop over stick, put needle through

(See page 2)

NET WORK CON'T.

2. Doll Hammock Con't.

upper loop and bring down to the edge of the mesh stick.

Place thumb of left hand on cord now around stick and hold fast until knot is tied. Next with right hand lay cord over loop on stick to the left and bring needle up through between upper loop and single cord, with right hand pull cord on needle until knot is tied; there are now two knots. Follow same directions until you have made fifty-one. When you have done so, set up on rod, beginning with last one made and taking up every other knot until you come to the last one. When all are set up, there are two rows of meshes. Rest rod on two screw hooks fastened in a convenient place, and make knot and mesh as before working once in each mesh until you come to the end of the row then turn work, always working from left to right.

Make thirty-nine rows of meshes.

To make first row of long loops use width of mesh stick, three inches wide, seven inches long and two-eighths of an inch thick. Work once in each small loop making knot and loop each time until you have gone across row. Then use same stick lengthwise and work once in first loop as before, making knot and loop, then remove mesh stick from loops, cut cord on needle leaving about one yard in length and double.

The hammock is now ready for adding one inch rings. To attach long loops to rings hold ring with thumb and second finger of left hand and hold fast, then put double string through ring and two loops and make knot as before; repeat until all have been taken up.

Trim, removing cord to about one inch, and fasten to last loop by wrapping fine thread neatly around until ends are covered; tie and cut thread.

Finish other end of hammock in same way. Splice on cord when needed. When both rings have been put on remove hammock from rod and reset to make valance, setting up in about the third row the long way. Make two knots in first loop and one in the second, two in the third and one in the fourth, etc. until you have gone all the way across. Next row make only one knot in each mesh. Third row do likewise until there are seven rows. Finish by putting a three inch fringe in each mesh of last row, three strings to a fringe.

Seine twine No.10 is the best sized cord to use in making a doll hammock. Use medium sized netting needle, sometimes called a shuttle.

3. <u>Large Hammock.</u>

Make 119 knots in chain. Set upon rod and work across as for doll hammock.

Make at least fifty-two rows of meshes and knots with one end three-fourths inch wide mesh stick. When finished, use mesh stick thirteen inches long, working once in each of the small loops above. When this row has been made, change sticks, using a twenty-one inch long, three inches wide, ½ inch thick mesh stick lengthwise. The first time take one loop, make

(See page 3)

3. Large Hammock con't.

mesh and knot as before, second time the same, third time make two together and make mesh and knot, fourth time one, fifth one again, sixth two, etc. until you have gone all the way across.

Next step, to fasten three inch ring on hammock use same method for doll hammock, except that you take three loops at a time instead of two, repeat until you have fastened all the loops on ring. Bind all ends with a heavy linen thread. Treat other end of hammock in the same way. When this is done set upon rod the long way of the hammock in about the third row, and make valance. First row, make two slip knots in first mesh, one good knot in second mesh, two slip knots in first mesh, one good knot in second mesh, two slip knots in third mesh, one good knot in fourth mesh etc., until you have gone across the length of hammock. The adding of the extra knot gives fullness and prevents valance from drawing in body of hammock. Second row, work once in each mesh, third row the same and so forth, until there are nine rows.

Put four strand fringe in bottom meshes of valance. Make fringe about three inches long when finished. Apply valance to other side in the same way. Put stretchers in hammock. When using straight stretchers with grooves, in the first row put a group of two long loops in the first groove. In second groove put group of three long loops, next the same, continue putting three loops in each groove until you come to the end, then take two instead of three.

It is well to know that in making a netted hammock the knots must be made so firm that they will neither stretch nor give when pulled. Always give loops an extra strong pull before you make another row.

It is best to use No.40 soft laid seine twine and a large netting needle in making a large hammock.

4. Tennis Net.

Start with one knot and one mesh, add one by making an extra knot in the same mesh, repeat this until the net is thirty-seven feet long. Sew canvas strip on the side that has the double knots or the side where you add a knot call called a double knot.

I making a tennis net use a seine twine No.20, netting needle the same as for laundry bag, mesh stick same as for flynet, twelve inches long, one inch wide, one-eighth inch thick, hard wood, planed smooth.

RAFFIA WORK.

Stitch baskets on the whole are not valuable as a form of industrial work for sub-normal children but may be used occasionally to vary the work.

Raffia comes in colors.
Raffia should be twisted before weaving.
Raffia may be used over reed or raffia.

I. Stitches:

1. Lazy squaw stitch:

Wind the raffia two or three times around the reed, then sew through below the preceeding row of reed. Repeat.

2. Knot stitch:

Wind as above. Sew through. After the sewing stitch pass the raffia around the reed and back over the stitch just taken to form a knot. Repeat.

II. Articles made with raffia.

1. Horse Reins.
2. Picture Frames.
3. Napkin Ring. 8" x1½" cardboard.
4. Small Mats - weave on cardboard looms.
5. Larger Mats - weave on Todd looms.
6. Doll's Hat - raffia braids.
7. Porch Seat - circle 12 to 14 inches. Over very coarse reed or clothes line.
8. Porch Pillows - woven on loom.
9. Canoe Pillows - woven on circular looms.
10. Raffia cloth woven on foot loom.

CHAIR CANING

I. Materials:

Chair; bundle of cane; piece of binding; two or three pegs.

II. Suggestions:

If possible, mark the holes where the first of the upright rows of cane started, and the first of the horizontal rows, before cutting out the old seat of the chair.
If the cane seat has been cut out, find the center holes and work towards the ends, for the first step. There are two methods of caning a chair used.

III. First Method:

1. Put in row of vertical lines of cane.
2. A row of horizontal lines of cane.
3. Another row of vertical lines.
4. A row of horizontal lines - first across one of the upper vertical canes - then under the lower vertical one, pulling the upper vertical cane in each group to the right and going under or over it as the case may be.
5. A diagonal row of cane starting in the lower right-hand corner and going over the vertical groups and under the horizontal groups. If the seat is a round one, there will be places where the diagonal canes will begin or end in the same hole. Either cut the cane and start again or start from opposite corner.

IV. Second Method:

1. Put in a row of vertical lines of cane.
2. A row of horizontal lines of cane.
3. A diagonal row.
4. A vertical row.
5. A horizontal row (over and under weaving) See 4, Method I.
6. A diagonal row.

V. Binding:

Start a length of binding at one corner of the chair. Lay it along the chair, covering the holes. Turn up a piece of fine cane through every other hole, across the binding and back again. If the chair is a square one, start a new piece of binding in each corner. Hold binding in place at the corners by putting in pieces of heavy reed or small dowels.

BRUSH MAKING

Materials.

Brush backs; copper or steel wire; white Tampico for hair brushes; Tampico with horse-hair for shoe brushes; Palmetto for scrub brushes.

Method of Work.

Making brush backs. Choose and fashion shape desired, using soft wood for hair brushes and hard wood for wash brushes. Mark wood for holes. They should be staggered. Bore holes with German or Reamer bit, using a stop (which the children can make from wood) on the bit, so that the holes will taper to a point on the back of the brush. Sandpaper.

Drawing in of brush. Wind enough wire for brush around dowel. Place dowel in visel. Make a loop of free end of wire. Slip through hole in brush. (In working keep brush free to hold in hand). Place a sufficient quantity of hair in the loop of wire. With the brush back in hand, pull the wire until the hair slips into the hole, being careful that the wire is tight on the back of brush. Slip loop of wire through next hole and repeat process. Continue up and down row of holes, cutting hair desired length at the end of each row.

Making top of brushes. Use 3/16 inch wood. Secure to brush back with screws. Sandpeper, and shellac the brush.

MINNEAPOLIS PUBLIC SCHOOLS

OUTLINE FOR SEWING

1. Towels

Note: To learn handling of material - drawing threads - folding of hems - basting - stitches.

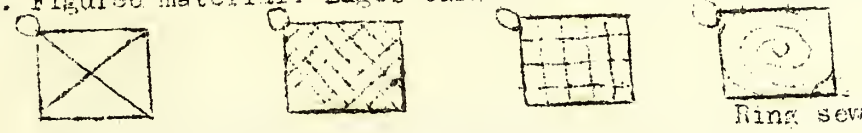
1. a. Measure, draw thread and cut towel.
   b. Fold hem.
   c. Baste hem. (With colored thread.)
   d. Hem one end plain hem.
   e. Hem one end French hem.
   f. Outline name. (For children.)
   g. Sew ring or tape loop on corner to hang.

2. Fancy towels.

   a. Hemstitch one end of towel.
   b. French hem one end of towel.
   c. Sew lace on end F. hemmed.
   d. Set in insertion.
   e. Outline kitchen utensil or figure on one end.
   f. Embroider design on one end.
   g. Darn design.
   h. Draw threads in design.
   i. Guest towels.
   j. Roller towels.

II. Holders

a. Figured material. Edges turned in basted and machine stitched,



Ring sewed on corner.

b. Checked gingham for cross stitch.

Ring sewed on corner.

c. Unbleached muslin. Edge bound with colored tape.
Design appliqued.

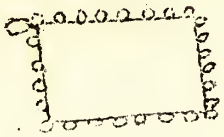
Fancy ticking. Stitched ½ in. from edge and edges clipped.

(See Page Two.)

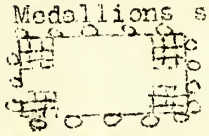
III. Doily

a. Hem turned - stitched - edge feather stitched - cat stitched or blanket stitched.

b. Edge rolled.
c. Design outlined, embroidered or cross stitched.
d. Edge crocheted.



e. Lace set in on two ends.
f. Medallions set in at corners.



Adapt to runners and lunch cloths.

IV. Wash cloths.

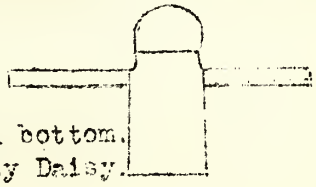
a. Crochet.
b. Knit.
c. Piece underwear or turkish toweling cut into shape - edge crocheted.
d. Edge bound and stitched.

V. Bags

a. Crash.
Threads drawn - stitched - cross stitched, embroidered, or appliqued. Ends fringed. Top hemmed - draw strings put in.

b. Laundry bags.
1. Ticking.
2. Cretonne.
3. Unbleached muslin. Word laundry outlined and initials.

c. Ribbon
1. Edges sewed together.
2. Draw string.
3. Edges shirred to Reed or covered bottom.
4. Raffia crocheted - Design in lazy Daisy.



VI. Apron

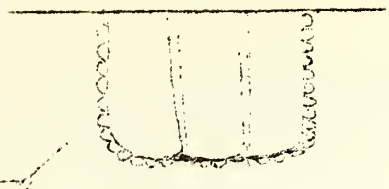
a. Kitchen or serving apron.

b. Tie-on

lawn - gingham.

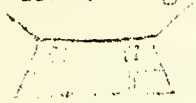
(See Page Three)

c. Fancy



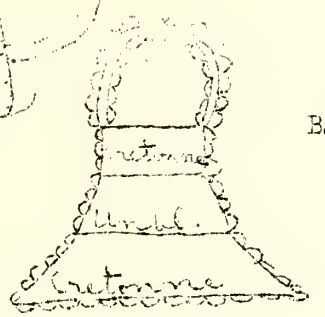
d. Sewing

e. Travelling

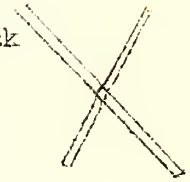


f. Unbleached muslin.
1. Child's apron

2. Child's large apron.

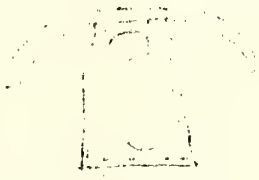


Back



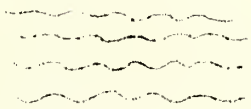
g. Fudge (from toweling
1. Slip-over

(a) Kimona style
(b) House apron.



VII. Night gowns.

a. Kimona style.
1. Neck - edge of sleeve hemmed.
2. Lace sewed or crocheted on.
3. Design embroidered or outlined in front.
4. Design smocked on front:



VIII. Dresses.

a. Childrens. Use night gown pattern.
1 Make of figured lawn - gingham - dimity - unbleached muslin - trimmed with applique

IX. Handkerchief.

a. Plain hemstitched.
b. Rolled hem.
c. Rolled hem and threads drawn in design. Embroidered corners.

X. Organdie flowers.

SEWING - ADVANCED

AIMS

1. To develop skill in the basic processes and hand stitches underlying garment construction and care of clothing.

2. To teach care and use of sewing machines.

3. To give knowledge underlying selection of fabrics for clothing and the home.

4. To interest each pupil in the ways to care for and repair clothing.

Construction Processes to be taught:

I. Stitches

1. Basting even
2. Running or gathering
3. Overhanding
4. Hemming
5. Overcasting
6. Decorative
   a. Outline
   b. Chain
   c. Catch
   d. Feather
   e. French knots

II. Seams

1. Plain
   a. Basting
   b. Use of overcasting (when)
   c. Width determined by
      Use of article
      Material used
2. French
   a. Construction
   b. Width determined by
      Use of article
      Material used
3. Fell
   a. Construction
   b. Width in differei
   c. Where used

III. Hems

1. Overhanded or damask
2. Stitched
3. Hemmed
4. Construction

III. Hems 4. Construction con't.
   a. On inward curve - narrow - why wide
   b. Use of gauge
   c. Care in pinning and turning

IV. Facings

V. Bindings

VI. Fastenings and their application

1. Buttons and buttonholes
2. Hooks and eyes
3. Snaps

THE SEWING MACHINE

Every girl should learn the following facts about the Sewing Machine:

1. How to thread the machine
2. How to run the machine
3. When a machine stitches well
4. How to put her work into a machine
5. How to remove her work from the machine
6. Always leave the machine in order

TEXTILES

I. Story of silk, wool, cotton, linen.
II. Names, price, weave, use of common household fabrics.
III. Methods of
   1. Identification of
   2. Dyeing of
   3. Making of designs in
IV. Terms

1. Salvage
2. Bias
3. Lengthwise
4. Crosswise
5. Warp
6. Filling
7. Width
8. Length
9. Fold

CLASS PROBLEMS OR PROJECTS

I. Cookery Outfits

1. Hoover Band
2. Holder
3. Apron
4. Towel

See page 3.

II. Curtains for Kitchen and Cupboards
III. Curtains for Dining Room
IV. Bedroom Outfit

1. Curtains or drapes
2. Dresser scarf
3. Dressing table doilies
4. sheets
5. Pillow slips
6. Towels
7. Cushions
8. Laundry Bag

V. Textile Book

Make a textile book by using white sheets of paper for leaves, design cover in art class. Cu t lawn, gingham samples equal in size, paste each in book with Dennison seals, so that samples can be examined on both sides. On each lable place name, width, price.

OTHER INDIVIDUAL PROJECTS

I. Bloomers, use commercial pattern
II. Stepins
III. Chemise, with fancy stitch
IV. Handkerchiefs (rolled hems, hemstitch, hemming)
V. Luncheon sets
VI. Guest towels
VII. Under slip
VIII. Bungalow apron
IX. Simple dress (gingham)

1. Selecting a wash dress
2. The becoming dress
3. Appropriate clothing
4. Points to be considered
   a. Know exact amount needed
   b. Amount of money to be spent
   c. Quality

X. Christmas Gifts

1. Ribbon flowers
2. Doilies
3. Holders, black sateen-muslin with fancy stitches
4. Cushions
5. Towels

GENERAL DIRECTIONS

I. Towel
   1. Materials
      a. Crash 21"
      b. Tape 5"

See page 4.

Teach

1. Straightening of material
2. Basting
3. Overhanding
4. Outlining of initial

II. Holders
1. Materials
a. Checked gingham or muslin 7½" by 13"
b. Tape white 5"
c. Table felt 6" by 6"

Teach

1. Straighten materials
2. Careful basting
3. Blanket stitch

III. Apron
1. Materials
Kindergarten cloth or shrunk cotton

Teach

1. To use pattern
2. Basting narrow, wide or curved hems
3. Stitch on machine
4. Pockets, buttonholes

IV. Hoover Band
1. Materials
Kindergarten cloth 9" by 24", 4 pieces of tape 8" long.

Teach

1. Use pattern
2. Plain seam
3. Machine stitching
4. Embroider initial

V. Night gown
Material
Long cloth
To determine amount, measure from the top of shoulder next to neck down to the floor, and add 3 inches to this length, multiply by 2. Use cloth that is 36" wide, as this avoids piecing the sleeves. Thread #60 Basting - Lace.

Teach

1. Use of pattern
2. French seam
3. Wide hem, use of guide or gauge
4. Join ends of lace.

See page 5.

NOTES

Always emphasize

1. Position in Sewing

   a. Light
   b. Holding of work
   c. Posture

2. Use of thimble, pins, needle

3. Care and accuracy in all hand stitches

4. Cleanliness of work and person

5. Orderliness of Sewing Boxes

6. Thoughtful progress. (Ascertain just how much work each girl has had before entering class to avoid repetition and lack of interest.)

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Irene the Idle
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Clothing, Choice, Care, Cost - Woolman

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WOOD-WORK - INTERMEDIATE

This course of study is planned to adhere to the accepted steps in the teaching of bench work and yet to give the instructor a wide range of projects to offer his students of varied abilities, speeds and interest.

The work begins where Primary Wood-Work in coping saw stops and continues to where Upper Grade Wood-Work in joints begins.

References used throughout this course are:

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   Manual Arts Press, Peoria, Ill.
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SUGGESTED ORDER OF LESSONS:

1. Squaring
2. Sanding
3. Painting and brush care
4. Plane to Dimension
5. Rip and Cross Cutting
6. Chamfering
7. Staining and brush care
8. Shellacing and brush care
9. Bore through
10. Bore to depth
11. Doweling and glue
12. Butt nail
13. Blue Head Screws
14. Bright Head Screws and Countersink
15. Angles and Framing Square
16. Curves and Spokeshave
17. Circles and Divider
18. Chiseling
19. Hinging See page 2.

Individual Equipment:

One bench, glued up top 23" x 52", tool rack, rapid acting vise, no drawer.
One Jack Plane, Stanley or Bailey #5.
One Mallet, " No.1.
One Rule, " #34
One Hammer, Maydole, bell faced claw, 13 oz.
One Wing Divider, P.S.W., 6".
One Chisel, socket firmer Buck Bros. 3/8".
One " " " " " 3/4".
One Mark Gage, Stanley #62A
One Try Square, " #20 - 6".
One Saw, Bishop Handy #9 - 12".
One Knife, Swedish Sloyd #7.
One Brush (Bench), Orr & Lockett #2A.

General Tools:

Turning Saw.
Spokeshave, Stanley #84.
Ratchet Brace, Barber #13, 8" sweep.
Cross Cut Saw, Bishop #89, 22" - 10 point.
Rip " " " #89, 24" - 8 "
Countersink, Buck Bros., Base Head.
Screw Driver Bit, Buck Bros.
Screw Driver, fluted handle, 4".
Auger Bit, R.J. 1¼"
" " R.J. 1 "
" " R.J. 3/4"
" " R.J. 1/2"
" " R.J. 3/8"
" " R.J. 1/4"
" " R.J. 3/16"
T.Level, Stanley #18 - 8".
Combination Pliers, 6".
Combination India oilstove, 1" x 2" x 6".
Oil can, 1/4 pint.
Shellac can, 1 quart.
Coping saw, Stanley blades.
Handscrews #812 .
Try Square, Stanley #20 ,12".

Files:

The saw does not leave the edge of the work very smooth. It is necessary therefore to file them smooth. Do not file straight across the edge, but diagonally across, at the same time moving the file forward and away from the body. The flat file is used on the flat surfaces and the convex curves. The half round file is used in the hollow places, -- that is concave curves. The rat tail file is used where the half round file cannot enter.

(Edward Worst)
Industrial Work, Middle Grades.

See page 3.

I. Order in which processes may be taken:

1. Squaring surfaced stock.

New Tools: Jack Plane, Try Square.

Toys: involving above process

Swinging Parrot - Dank
Animals on Platforms.
Little Red Hen - Solar
Skate Sharpener - Solar
Game Hearts - Solar
Jumping James - Dank

2. Sanding.

3. Sandpaper.

After sawing and filling is done, the work must be thoroughly cleaned by sandpapering it. A convenient way to do this is to wrap a small piece of sandpaper around a block of wood and rub the surface of the wood with it. Sandpaper in the direction of the grain of the wood. Never sandpaper across the grain. All pencil and finger marks should be sandpapered away. To sandpaper the edges, place the sand on a smooth surface and draw the wood over it. This aids in squaring up the edges.

(Edward Worst)
Industrial Work, Middle Grades.

4. Painting and Brush care.

Coloring

a. Two coats regular oil paints.
One coat of shellac to give gloss.
b. One coat dry color mixed in white shellac.
(Edw, F, Worst)
Industrial Work-Middle Grades.
c. Water color with very little water.
One coat white shellac.
d. Mix 1 qt. water and one teaspoonful of glue or mucilage. Buy in powder form "Calcimo" (calcimine paint) - color desired. Put one teaspoonful of powder in pan and add just enough water to make a consistency of thick cream, stir until lumps are all out and apply with brush.
e. One coat flat white.
One coat white enamel colored with colors ground in oil - gives a glossy finish.
f. One coat flat white.
One coat flat white colored with colors ground in oil - gives a full finish.

(Louis C. Peterson
Education Toys.

g. Enamelac - Prang

h. Ready mixed - (expensive) (Stockwell) U of Minn. Shop.

See page 4.

Important

1. Always thin shellac with Wood Alcohol -- never anything else.
2. Always thin oil paint of any kind with turpentine.
3. Never try to mix an oil paint and shellac.
4. Keep an oil paint brush suspended in kerosene or turpentine to keep from being stiff.
5. To clean an oil paint brush cleanse in kerosene or turpentine then thoroughly in yellow soap and hot water. Leave a thick lather in the bristles to dry. Rinse out lather when again used.

4. Plane to Dimension and Surface Planing.

New Tools: Gage, Rule, Knife.

Toys: Checker Board -- Mitchell

Projects: Hat Rack -- Griffith
Key Rack -- Griffith
Bread Board -- Solar
Safety Match Stand -- Worst

5. Rip and Cross Sawing.

New Tools: Rip and Cross Cut Saws.

Toys: See Saw Toys -- Cleveland
Spanking Doll -- Peterson
Wobbler -- Peterson
Cannon -- Dank
Jump Jack -- Solar
Rocking Horse -- Dank
Worm Fighting Rooster -- Dank
Fighting Bull Dogs -- Solar
Red Cross Dog -- Dank

Projects: Plant Stand
Sand Block
Cutting Board
Key Board -- Worst
Trellis -- Worst

6. Chamfering.

New Tools: Pencil Gage.

Toys: Chamfer toys of Lesson 13.

Projects: Chamfer projects of Lesson 4.

See page 5.

7. Staining and Brush care.

Stains

1. Home made stain -- mix burnt umber in turpentine to desired shade.
2. Prepared stains -- any color.
3. Mix only turpentine with a turpentine stain to get a desired shade.

Important

To clean stain brush use first turpentine then hard soap and hot water.

8. Shellacing and Brush care.

Shellac

1. All surfaces to be shellaced should be perfectly sanded first, then shellac applied. Careful sanding after each shellac coat makes a fine smooth surface.
2. Shellac brushes should always hang suspended in shellac.

9. Boring Through.

Tools: Brace, Bit.

Toys: Puzzles -- Solar
Hula Dancers -- Solar
Jointed Parrot - Cleveland
Ring the Clown -- Dank
Climbing Sailor -- Peterson
Jumping Jack -- Peterson
Dickey Bird - Peterson
Dodo Bird -- Peterson
Child's Swing -- Mitchell
Knife Strap -- Worst
Animated Elephant - Peterson

10. Boring to Depth.

Tools: None

Toys: Fox and Geese Game -- Solar
" " " " -- Griffith
Ring Toss -- Griffith
Aeroplane -- Dank

11. Doweling and Glue.

Tools: None.

Toys: Mechanical Duck -- Solar.

See page 6.

11. Projects: Sew Stand -- Worst
Clothesline Reel -- Worst
Towel Stand -- Worst

12. <u>Butt Joint.</u>

Tools: Hammer and Nail Set

Toys: Doll Furniture -- Peterson
" Chair -- Mitchell
" Buffet-- Mitchell
" Bed -- "
" " -- "
Baby's Chair -- "
Sand Box -- "
" " -- "
Doll House -- "
Card Holder -- Griffith
Nail Box -- "
Wren House -- Solar
Xmas Tree Table -- Solar
Dish Drainer -- Worst
Back Rest -- Worst
Tray-Table Silver -- Worst
Pens, Pencil Holder -- Worst
Child's Bank -- Solar
High back doll chair -- Worst
Doll cradle -- Worst
" library table -- Worst
" cat chair -- Worst
" bed -- "
" cradle -- "
" truck -- "
" wheel barrow -- "
" chariot -- "
" sleigh -- "
Balancing Barrister -- Peterson

13. <u>Driving Blue Head Screws.</u>

Tools: Screw driver

Toys: Hallowe'en Fun Makers -- Solar
Silhouette Camera -- "

Projects: Flag Holder -- Solar
Newspaper Rack - made with clothespin
Book Trough -- Solar
Letter Rack -- "
Bill Rack -- "

See page 7.

14. Countersinking Flat Screws.

Tools: Countersink

Projects: Desk Rack - Griffith
Bench Hook - "
" " -Solar
Broom Holder - Worst

15. Lay out Angles

Tools: Framing Square

Toys: Snow Shovel - Solar
Toy Gun - Solar
Speedster - Mitchell
Rock a Doodle - "
Sled - Mitchell
Flyer - "
Ducky Loo - "
Duck Rocker - "
Teeter Totter - "
Pencil Pointer - "
Phonograph Dancer - Solar

Projects:
Match Holder - Solar
Match Scratcher - "
Waste Basket - "
Christmas Tree Stand - Solar
Mouse Trap - Solar
Flag Holder - Solar
Folding Table - Solar
Wood Pecker Door Knocker - Solar
Desk File - Solar
Poultry Feeder - Worst
Fish Line Reel - "
Trellis - "
Pail Stand - "
Trouser's Hanger - "
Door Step - "
Clock Shelf - "
Towel Rack - "
Pelican Sew Stand - Worst

16. Lay out Curves;

Tools: Spokeshave.

Toys: Pea Shooter - Solar
Feeding Bird - "
Bob Sled - "
Jack be Nimble - "
Tumbling Toby - "
Fire Cracker Pistol - Solar
Child's Swing - Solar

See page 8.

16. Toys Con't.

Doll's Costumer - Mitchell
" Rocker - "
Noah's Ark - "
Child's Costumer - "
Baby's Chair - "
Coat Hanger - Griffith

Projects:

Scour Board - Griffith
Bath Room Cup Holder - Solar
Ground Scratcher - "
Letter Rack - "
Chair Lamp - "
Fly Swatter - "
Cutting Board - Wise
Writing Board - "
Foot Stool - "
Tooth Brush Rack - "
Phone Bracket - "
Milk Bottle Rack - "
Letter Tray - "
Match Scratcher - "
Rolling Blotter - "
Pen and Ink Stand - "
Letter Holder - "
Ink Stand - "
Necktie Rack - "
Broom Holder - "
Book Stall - "

17. Lay out Circles.

Tools: Divider, Turning Saw, and Rasp.

Toys: Doll Table
Doll's Cradle - Solar
Baby's Rocking Horse - Solar
Cart - Solar
Feeding Bird - Solar
Wooden Doll - "
Rocking Horse - "
Chicken House - "
Toy Cannon - "
Bunny Wagon - "
Aeroplane - "
Ambulance - "
French Mortar - "
Handy Wagon - "
Auto Cart - "
Armored Car - "
Automobile Cart - "
Farmer Wagon - "
Hay Cart - Mitchell
Horse on Wheels - Mitchell

See page 9.

17. Toys Con't:

Roadster -- Mitchell
Racer -- "
Passenger Car -- "
Milk Wagon -- "
Doll Carriage -- "
Scooter -- "
Coaster -- "
Kido Kar -- "
" " Mr.-- "
Pony Car -- "
Jr. Roadster -- "
Sr. Coaster -- "
Auto Kar -- "
Horse Barrow -- "
Wheel Barrow -- "
Baby Cart -- "
Cart and Horse Head --"
Kido Kar Trailer -- "
Jitney -- "

Projects: Flour Box
Umbrella Stand -- Solar
Self Feeding Match Box -- Solar
String Cutter and Winder -- "
Bread Board -- Solar
Sleeve Board -- Griffith
Cake " -- "
Bread Board -- "
Disc Broom Holder -- Solar
Tooth Paste and Brush Holder -- Solar
Collar Button Holder -- Solar
Sewing Companion -- "
Fly Trap -- Solar

18. <u>Chiseling.</u>

Tools: Chisel and Mallet

Toys: Rabbit -- Solar
Bull Dog -- "
Goat -- "
Pig -- "
Elephant -- "
Giraffe -- "
Gobbler -- "
Bag Puncher -- "
Target Pistol -- "
Straddle Horse -- "
Pin and Ball Game -"
Sail Boat -- "
Submarine -- "
Bob Sled -- "
Sled -- "
Bank -- "

See page 10.

18. Projects:

Foot Bench	- Solar
Knife, Fork and Spoon Box	- "
Towel Rack	- "
Plant Box	- "
Taboret	- "
Arm Chair	- "
Skirt Marker	- Worst
Nail Box	- "

19. Hinging.

Tools: None

Toys:

Morris Chair	- Solar
Bean Bag Game Board	- Mitchell
Doll's House	- "

Projects:

Traveler's Case	- Solar
Screen	- "
Smoker's Cabinet	- "
First Aid Kit-Scout	- "
Scout Belt Kit	- "
Medicine Cabinet	- Mitchell
Child's Swing	- "
Boot Black Stand	- Worst

INDUSTRIAL WORK - ADVANCED

Objectives:

1. Discovery of special aptitudes
2. Further co-ordination of muscles
3. Development of skill and accuracy with the hands
4. Orientation for life work
5. Practicable and practical projects

I. Wood - Work.

1. Projects:
   a. Begin with small and simple projects.
   b. Class.
   c. Suggested list:

Individual

Bread Board	Foot Stool
Broom Holders	Handkerchief Box
Wall Towel Rack	Radio Box
Hammer Handle	Towel Roller
Coat Hanger	Mail Boxes
Sleeve Board	Waste Baskets
Toy Ironing Board	Knife and Fork Box
Bird House	

Class

Taboret	Chairs
Telephone Stand	Cedar Chest
Kitchen	Medicine Chest
Tables: Bedside	Small
Library	Costumers: Large
Porch	
Gate-leg	
Kiddie Kars	

Frames for Reed

Foot Stool	Chairs
Canoe Seats	Cradles
Wood Baskets	Telephone Stands
Square	Bassinett
Fernery: Round	
Rectangular	

II. Elementary Tin Work.

Projects:
   a. Cookie Cutter
   b. Funnels
   c. Dust Pan
   d. Nail Box
   e. Fernery Tins

III. Cobbling.

1. Straighten heels
   a. Soak leather
   b. Rip off worn part
   c. Paper pattern
   d. Cut leather

See page 2.

INDUSTRIAL WORK-ADVANCED CON'T.

III. Cobbling Con't:

e. Nail either side and middle
f. Pound nails on slant
g. Trim edges and sandpaper
h. Point with shoe dye and polish with heated flat tool

2. Half Soling.

a. Repeat process as with heels. When leather is cut pound in 5 nails - one at each corner - lower end - one at each side and one at tip.
b. Line sole where nails are to be placed.
c. Trim and finish.

3. Sewing Rips.

a. Use waxed thread.
b. Use coarse needle.

4. Equipment

Reversible Iron Stands		2
Lasts		8
Edge Shaver		1
Drive Tack Pullers		2
End Cutting Nippers		1
Shoemaker's Pincers		1
Square Point Knives		2
Right-hand Lip Knife		1
Shoe Hammers (No.1)		2
No.0 Pegging Awl		6
Pegging Awl Hasps		2
Burnishing Wax (black)	lb.	1
" " (tan)	"	1
Burnishing Ink (black)	bottle	1
Ink Brush		1
Leather Cement (8 oz.can)		1
Revolving Nail Set		1
Iron Clinching Nails 4-8	lb.	1
" " " 5-8	"	1
" " " 6-8	"	1
Channel Nails 4-8	"	1
" " 5-8	"	1
Heel Plates No.1	box	1
" " " 3	"	1
Black whole heel (sizes 6-7-8)	doz.	1
Blocks, fine 9 lb.oak leather	"	1

CAFETERIA TRAINING CLASS

The Special Class training for Cafeteria work was organized to meet the needs of the older Special Class girls who would profit by training which would prepare them for work in lunch rooms or cafeterias. We especially wished in so far as possible to place the girls in school cafeterias where they would be under the proper supervision. To date all girls completing the following course have been placed.

OBJECTIVES:

1. To train girls to become Cafeteria helpers.
2. To teach girls rudiments of simple cookery and to teach rules of serving which may be applied not only in the Cafeteria but in the home.
3. To teach selection, care and preparation of foods for cooking.
4. To teach proper food habits.
5. To install higher ideals of Womanhood.
    a. Personal Cleanliness.
    b. Cleanliness in general.
    c. Health.
    d. Recreation.

PLAN OF WORK:

The school day is divided equally between academic subjects and cafeteria work which included a period for sewing, making caps, aprons etc. For academic work see outline for Intermediate Group.

The girls work in groups of two. The length of time each girl spends on any assignment varies according to the girls ability to learn and her ability to retain what she does learn. Each girl must begin with the simpler duties. Each group is responsible for:

1. Condition of Working Space.
    a. Wash and wipe Tables
    b. Dust Stools.
    c. Placing of Table and Stools.
2. Preparation of Potatoes.
    a. Peeling and Eyeing.
    b. Care of Steam Kettle.
    c. Mashing.
3. Lunch Counter.
    a. Cleaning.
    b. Placing of Foods.
4. Sandwiches.
    a. Preparation of Fillings.
    b. Making Sandwiches.
5. Salads.
    a. Preparation of Dressings.
    b. Care of Lettuce.
    c. Combination of Ingredients.
    d. Arrangement on Plates.
6. Cook's Assistant.
    a. Prepare Vegetables.

See page 2.

CAFETERIA TRAINING WORK CON'T.

6. Cook's Assistant Con't.
   b. Assist Cook in actual cooking.
   c. Make cocoa, gravy, white sauce.

7. Dish Washer.
   a. Scrape dishes.
   b. Sort dishes.
   c. Manipulation of Electric Machine.

8. Serving.
   a. Employees.
   b. Regular Line.

9. Cash Register.

PRACTICAL SCIENCE

The work in Practical Science is designed to meet the needs of the Special Class girls from twelve to sixteen years of age. From this group girls are selected for the Class in Cafeteria training. This work is carried on in two or three room centers.

FOOD - COOKING

OBJECTIVES:

1. Formation of Proper Food Habits.
2. Ability to prepare food for a simple meal.
3. Formation of cleanliness and economy.
4. Development of interest in the home and a desire to share in its responsibilities.

I. General Plan.

The Class is divided into groups, each group having a specific duty.

1. Kitchen Work.
   a. Planning.
   b. Preparation of Simple Meal.
   c. Serving.
2. Dining Room Work.
   a. Set Table
      (1) Tipe table.
      (2) Silence cloth.
      (3) Linen.
      (4) Silver.
      (5) Dishes.
   b. Serving of Food.
3. Cleaning in Kitchen.
   a. Dishes.
      (1) Washing.
      (2) Storing.
   b. Cupboards.
   c. Stoves.
   d. Refrigerators.
   e. Bread Boxes.
   f. Towels.
4. Cleaning in Dining Room.
   a. Removing Dishes.
   b. Changing Linen.
   c. Sweeping.

II. Suggestions.

1. A definite time should be required for eating, with each teacher directing the table manners and conversation of her class.

See page 2.

II. Suggestions Con't.

2. Each girl in the kitchen should be given a certain dish to prepare and each girl in the dining room a certain duty to be completed.
3. As far as possible each girl should be made to understand the necessity of well cooked and attractively served meals.
4. The groups should be changed each week, thus changing the menu for the following week.
5. Receipts should be given for home work.

III. Correlation with Academic Work.

Equipment for Kitchen

Porcelain sinks with drain boards.

Pand for washing dishes.

Wire rack for draining dishes.

Two gas ranges with Oven and four burner top.

Large porcelain lined refrigerator.

Aluminum top Work Tables (Like Domestic Science).

Cupboards.

Equipment for Dining Room.

Tables to seat six for family service.

Chairs to match tables, all being of a color to harmonize with the woodwork in the room.

Table cloths or Doilies.

Silver.

White China - Rolled Edge.

Tumblers.

Water and Milk pitchers - Aluminum.

Paper Napkins.

See page 4.

Suggestions for Hot Dishes.

Soups - creamed, vegetable.

Scalloped Dishes - vegetables, fish, meat, eggs.

Creamed vegetables.

Chowders - fish, corn.

Potatoes - baked, boiled, creamed, scalloped.

Meat Balls - baked with brown gravy.

Macaroni - with tomatoes, cheese, meat.

Cereals combined with fruit.

Creamed eggs.

Rice - Spanish, boiled, rice with cheese sauce.

Salmon loaf.

Suggestions for Dessert.

Baked Apples.

Apple sauce.

Prunes, stewed

Norwegian prune pudding.

Graham crackers put together with jelly and nuts.

Wafers put together with jelly and nuts.

Bread pudding with chocolate sauce.

Apple tapioca.

Diced fresh fruit.

Cornstarch pudding with variations.

Fresh fruits in season.

Gingerbread.

Cookies.

See page 5.

Menu for Week.

Monday:

Baked potatoes, creamed onions, fruit, cookies.

Tuesday:

Macaroni with cheese, tomatoes; applesauce and graham crackers.

Wednesday:

Vegetable soup (cooked in fireless), tarts filled with apple butter or jelly..

Thursday:

Creamed potatoes with cheese and cabbage salad. Gingerbread with fruit.

Friday:

Scallopedsalmon and rice; diced fruit with raisins.

Milk or cocoa served with all lunches.

MINNEAPOLIS PUBLIC SCHOOLS
Home Economics Department.

Table Setting and Serving.

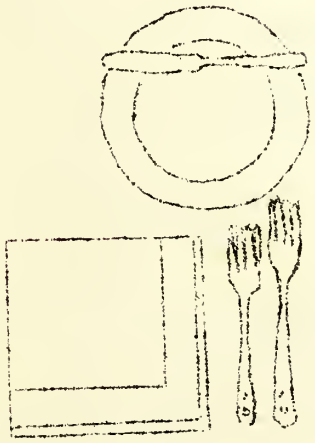
"When an attempt is made to formalize any household practice, there is always the danger of red tape. Yet some formalities, if based on a strong foundation of common sense, make life more unselfish and delightful. A safeguard against useless formality is to keep constantly in mind this fact - every good rule should have a good reason. When the rule is being applied, the reason should be made to appear. If in any household no good reason is forthcoming for the formal rule imposed, the rule should be discarded. This is particularly true in table setting and serving where mere formality may have developed to such an extent as to obscure original good reasons for doing things. Yet most of the fundamental rules in good table setting are built on a sound foundation of reason."

--Flora Rose.

I. Covering for the Table.
1. Kinds
   a. Tablecloth.
   b. Tablesquare.
   c. Runners.
   d. Doilies.
   e. Napkins.
2. Reasons for
   a. Protect the surface of table.
   b. Hide the surface of table.
   c. Insure quieter service.
   d. Reflect light.
   e. Improve appearance of table.

II. Laying the Table.
1. Silence cloth. Why?
2. Tablecloth.
   a. Center fold exactly in the middle of table.
   b. Cloth should not hang over more than 9" to 14".
3. Doilies.
   a. Space doilies equally distant from each other.
4. Decorations.
   a. Floral decorations should be simple and low.
   b. Candles used in daytime only when lighting is inadequate or day is dark.
5. Laying the cover.
   a. The place arranged for each individual at the table is called the cover.
   b. Size - 20" x 30". Why?
   c. Placing of silver.
      1. Silver should be placed ½" to 1" from and at right angles to the edge of the table.
      2. Knives at right of cover, sharp edge toward plate. Why?
      3. Forks at left and tines up. Why?
         Forks at right if no knife. Why?
      4. Distance between knives and forks? Space large enough for the largest plate used during the meal.

5. Spoons at right of knife. Why?
6. Glass to be placed at tip of knife or down and to the right. Why?
7. Napkin at left of forks. Loose edges parallel to the lower edge of table. Why?
8. Plate 1" from edge of table. Why?
9. Bread and butter plate at tip of fork, or down and to the left.
10. Salt and pepper. One set for two placed between the covers. Why?
11. Chairs: Place the chairs so that the front edge of each chair touches or is just below the edge of the tablecloth. Why?
12. Extra Silver.
    a. Salad fork not used if salad served with dinner. Place to the left of dinner fork. Dinner knife and fork mark the cover.
    b. Butter spreader put on place sharp edge to left parallel to other silver.
    c. Bouillon spoon may be placed at top of plate if more than two other spoons are used. Keep a balance between silver on each side of cover.
    d. Silver used in serving as carving, for pickles, olives, jelly, etc. placed parallel to other silver.
13. Salad, where placed.
    a. Left of cover.
    b. At the upper edge of cover.
    c. Right of cover.



III. Etiquette.

1. Host leads way to dining room.
2. Stand behind chair until hostess gives signal to be seated.
3. Be seated from the left of the chair.
4. Do not begin conversation until grace is said or until you see that grace is not to be said.
5. Watch hostess if in doubt.
6. If an accident at table occurs, express regrets and turn conversation.
7. Spread napkin half unfolded on knees with fold toward you. Why?
8. If staying for another meal on the same day, fold napkin; if not, do not fold, but lay on table well arranged. Why?
9. Do not lift napkin in air while folding it.
10. Place knife or fork across right side of plate, when not in use, in same position as before eating. Why?
11. Cut salad with a fork.
12. Never leave a spoon in cup after tasting. Why?
13. Eat soup by dipping spoon away from self and sip from side of spoon.
14. Beverages should be drunk from cup and not sipped from spoon.
15. Do not talk or laugh with food in mouth.
16. Never place bread on table cloth to spread. Always break in small pieces.
17. Never break bread or cracker in soup!
18. It is quite proper to take the last helping of any dish which may be passed to you. Why?
19. Never leave table before being excused by the hostess.
20. In offering to serve anyone at table, use: "May I help you?" or "May I offer you?" "Let me give you", "Will you have?"
21. Never use toothpicks except in privacy of own room.

IV. Table Service.

1. Styles of Service.
   a. Russian - when used?
   b. English.
   c. Compromise or American.
2. Specific Directions for:-
   a. Waitress.
      1. Fill tumblers ¾ full.
      2. Butter on bread and butter plates.
      3. Bread
      4. See that tumblers are kept filled.
      5. Remove all dishes from the left.
         Meat, vegetables, relish, gravy, then dinner plates, salts and peppers if a salad course does not follow.
      6. Crumb table before dessert.
      7. Place coffee and extra silver at right.
   b. Host.
      1. Carving.
      2. Serve potatoes, vegetables.
      3. Serve hostess first.
   c. Hostess.
      1. Serves coffee and dessert.
      2. Asks choice of cream and sugar.

FRK:DH
2/28-24-100

Table Set for Breakfast

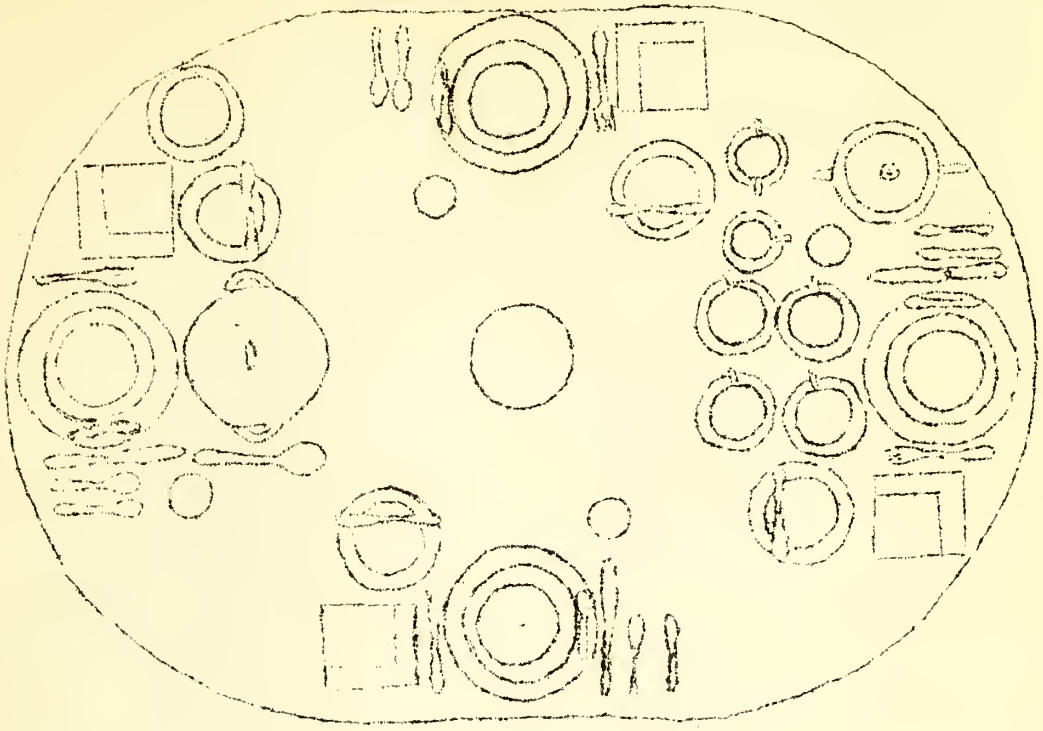
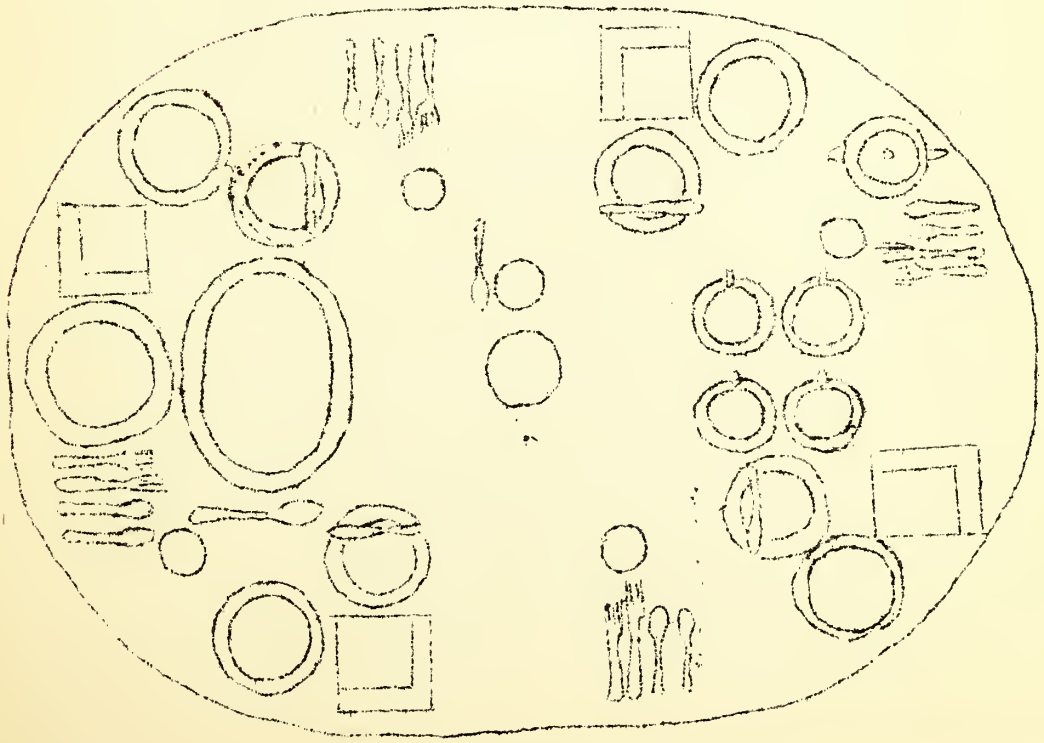


Table Set for Luncheon



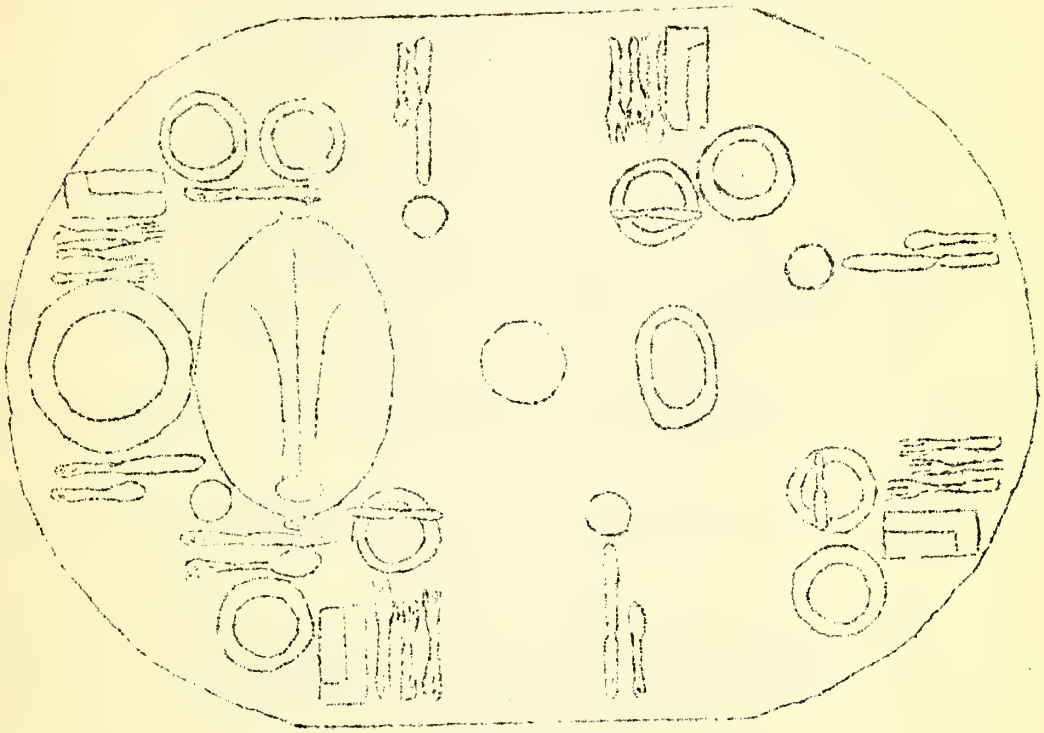


Table Set for Dinner

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